Public Instruction,
Bengal,
report 1836 & 1837

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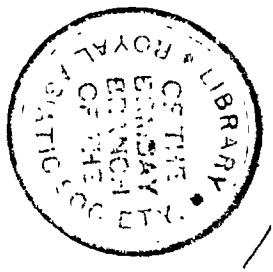

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REPORT

OF THE

GENERAL COMMITTEE

OF

PUBLIC INSTRUCTION

OF THE

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PRESIDENCY OF FORT WILLIAM

IN

BENGAL,

FOR THE YEAR 1836.

CALCUTTA:

PRINTED AT THE BAPTIST MISSION PRESS, CIRCULAR ROAD.

1837.

00069803

No. 355.

TO THE GENERAL COMMITTEE OF PUBLIC INSTRUCTION.

GENERAL DEPARTMENT.

HONORABLE SIRS AND GENTLEMEN,

I am directed to acknowledge the receipt of your annual report on the examinations of the Students at the various Colleges and seminaries under your supervision for the year 1836, and in reply to convey to the Committee the request of the Right Honorable the Governor General of India in Council that the report may be printed for the information of all persons interested in the progress of education in this country.

2nd. His Lordship in Council desires me at the same time to express to the Committee his acknowledgments of the earnestness of their endeavours to extend the benefits of useful instruction, and to communicate to the natives of this country the means of acquiring a competent knowledge of the languages and sciences of Europe, and of improving their acquaintance with the vernacular dialects used for business and for the ordinary intercourse of life.

3rd. His Lordship in Council, without following the report through the detail of operations in their bearing upon each Institution, directs me to add generally the expression of his approbation of the proceedings of the Committee for the period reported upon.

I have the honor to be, &c.

(Signed) H. T. PRINSEP,

Secretary to Government.

Council Chamber,
the 30th August, 1837.

TO THE RIGHT HONORABLE

GEORGE LORD AUCKLAND,

Governor General of India in Council.

My Lord,

We have the honor to report our proceedings for the year 1836.

This year has been principally occupied in following out the plans sketched in our last Report.

Six new Seminaries were established in the early part of the year, as mentioned in our last report. Another was afterwards established at Chittagong, and two which already existed at Midnapoor and Goruckpoor were taken under our care and put on an efficient footing. A College has also been organised at Hoogly on a very extensive scale, instead of the school which formerly existed there. There are therefore now 30 Seminaries in all, at the following places.

1 Agra.
2 Ajmere.
3 Allahabad.
4 Bareilly.
5 and 6 Benares, { English Seminary. Sanskrit College.
7 Bhaugulpore.
8, 9, 10, 11 Calcutta, { Medical College. Hindu (Anglo-Indian) College. Mahommedan College. Sanskrit College.
12 Chittagong.
13 Dacca.
14, 15 Delhi, { English College. Oriental College.
16 Ferruckabad.
17 Gawahatty.
18 Ghazeepoor.
19 Goruckpoor.
20 Hoogly, Mohammad Muhsin's College.
21 Hoshungabad.
22 Jubbalpoor.
23 Maulmein.
24 Meerut.
25 Midnapore.
26 Murshidabad.
27 Patna.
28 Pooree.
29 Rajshahi.
30 Saugor.

We have also added to the number of Teachers at many of these institutions, and have given some of them an improved organisation.

The number of students has increased as follows:

	Christians.	*Mahommedans.*	*Hindus.*	*Total.*	
1835,	77	596	1,881	3,573.	These totals include many pupils whose religion did not appear from the reports.
1836,	198	670	3,298	4,654.	

While the stipends given to students have diminished in the following proportion:

	MAY, 1836.		APRIL, 1837.		DIFFERENCE.	
	No. of stipendiary students.	Co.'s Rs.	No. of stipendiary students.	Co.'s Rs.	No. of lapsed students.	Amount of saving.
Madrissa, ...	58	496	42	360	16	136
Sanskrit College, ...	65	294	57	268	8	29
Benares Seminary, ...	9	50	7	42	2	8
Benares College, ...	138	323	123	268	15	55
Agra College,.....	138	392	100	276	38	116
Delhi Institution,.....	41	123	25	80	16	43
Delhi College, ...	207	476	144	321	63	155
Total,..	656	2154	498	1612	158	542

The following variations have taken place in the number studying each of the different languages taught.

	English.	*Sanskrit.*	*Arabic.*	*Persian.*	*Mahratta.*	*Vernacular language.*	
1835,	1,818	473	218	376	40		It is the desire of the committee that all should learn it, but how many actually do so cannot be ascertained from the reports.
1836,	3,511	381	256	385	...		

We have steadily kept in view the important object of encouraging the study of the vernacular language concurrently with English. Ten Bengalee Teachers have been appointed at Hooghly, two Hindee and one Urdu teacher at Ajmere, and others have been appointed at every place at which the Local Committees have applied for our assistance. There are now few of our seminaries at which provision has not been made to enable the pupils to acquire the habit of writing their native language with ease and correctness, and we hope that these few will soon cease to be exceptions to the general rule. We are anxious that the pupils should be constantly exercised in translating into their own language, as well as into English, from the time at which they enter the seminaries till their departure, and that they should also practise original composition in both

languages as soon as their minds have been sufficiently opened to attempt it with advantage.

We have also continued to urge upon the Local Committees the importance of requiring all the pupils who can afford to do so, to pay for the books and stationary used by them. Many advantages would ensue from the general adoption of this practice. Our funds would be relieved; our operations would be simplified by the cessation of the correspondence which now constantly takes place on the subject of books; a very large number of useful books would annually pass into the hands of the people; and, above all, nominal students who injure the discipline and retard the progress of the seminaries by the irregularity of their attendance, would become much more rare, and some security would be afforded that no one would apply for admission who was not anxious to profit by the instruction afforded. The general adoption of this rule has now become much more easy than before, as the School-Book Society has established at numerous places in the interior, Depositories at which all ordinary school-books are sold at the same prices as at Calcutta. At Mohammad Muhsin's College we have directed, at the suggestion of the Principal, that those pupils who can afford it, shall pay the full price, and the rest half the price of the books used by them, and we should be glad to see this course generally followed by the Local Committees. Wherever more pupils apply for admission than can be properly instructed by the existing masters, none ought to be admitted, whether they are the sons of rich or poor persons, who do not agree to pay for the books and other things, used by them in school, except the library books, the maps, the globes and other scientific apparatus which must always belong to the Institution.

At the Agra College those who can afford it, also pay something for their education, a practice which we should be glad to see introduced, as opportunity offers, at all our seminaries. Boarding houses are also to be established in the immediate neighbourhood of the College for the accommodation of pupils who reside at a distance.

The excessive number of holidays usually allowed to the pupils forms one of the most serious obstacles to the success of our seminaries. We issued a circular letter asking for information on this subject, with a view, if possible, to diminish the number, and to establish uniformity in regard to the particular days to be allowed as holidays; but the answers we received satisfied us that the matter was one which depended so entirely on the habits and feelings of the people at each particular place, as not to admit at present of any general regulation. The Government has it in its power to enforce the attendance of its servants at the public offices, but the attendance of the pupils at our seminaries is entirely voluntary. We trust that the Local Committees will gradually remedy the evil as they find that they can do so without giving offence. We also think that a week's holiday should be allowed after each annual examination; and as a reduction in the number of other holidays is effected, this annual vacation may be extended. This seems to be the best period for an annual vacation because it is the intervening point between the completion of the business of one year and the commencement of the business of the next, and because the annual examination is held in the cold weather, which is the season at which the young men will be most likely to enjoy their holidays, and at which they will be able to return for a time to their homes with least danger to their health.

The supply of teachers of Western learning is at present so small in India that we have been obliged to give high rates of salary in order to secure the services of qualified persons. There will be found in the Appendix, (No. 1,) an extract from a letter from the Allahabad Local Committee, and a copy of a minute which accompanied it by Mr. R. W. Bird, which will serve to illustrate the difficulties we have to contend with in this respect. Our successors will have a much easier task. They will find a large supply of well trained teachers at all the principal towns who will be willing to take service for a moderate remuneration, and the sum appropriated for the purpose of national education may then be made to go much further than at present.

The establishment of normal schools would not, in our opinion, effect any material reduction in the rates of salary. Persons competent to become teachers are also competent to fill a variety of other situations, and we must always pay them, whatever be the manner in which they have received their education, at the rates at which persons of equal respectability and cultivation of mind are usually paid. The real remedy for the existing state of things, therefore, consists in increasing the class of persons from which the teachers are drawn, or, in other words, the class who are liberally educated in the European manner. This is the object to which our attention has been directed, and we consider every seminary which we have established in the great towns in the interior, as a normal school, not merely for training teachers for our Seminaries, but for gradually preparing a greatly increased number of well-educated men to fill employments under Government, and to discharge with advantage to themselves and to the country the various duties of private life. It is also deserving of remark that persons are usually willing to take service at lower rates, and are likely to have more influence, and to be more under the control of public opinion in the neighbourhood of their own homes than at a distance from them, and for this reason we think that the same number of well-educated persons are likely to do more good to the country if they received their training at 30 different places, than if they received it at only one or two.

We anticipate great advantage from the extension of Mr. Adam's inquiries into the state of native education to the central provinces. Extracts from the correspondence on this subject will be found in the Appendix, No. 2.

In addition to the library books ordered last year, we have written to England for books and scientific apparatus according to the lists which will be found in the Appendix, No. 3. Professor Peacock of Trinity College, Cambridge, has been requested by a member of our body to select the Mathematical class books.

It will be seen from the annexed figured statement that our receipts during the past year amounted to Co.'s Rs. 3,57,687: 10: 2,

and our disbursements to 3,55,195 : 10 : 5. The sum received by us was less than we might have drawn, without encroaching on our capital, by about 34,000 Rupees.

We acknowledge with much gratitude the cordial assistance we have received from all the persons officially connected with the system of national education, from the members of the Local Committees down to the youngest Teachers; and we feel satisfied that the general desire which exists to elevate the natives by means of an improved system of training the rising generation, supported and encouraged as it is by your Lordship in Council, and aided by many other causes all tending to the same result, will ultimately produce a marked change for the better in the national character.

Finally, we request to be permitted to publish this report for the information of the Local Committees, and the Teachers of the different Seminaries, and of the public at large.

AGRA COLLEGE.

The Local Committee report that the number of pupils in attendance has increased since last annual Report, for, though the total then exhibited on the rolls was 380, the actual attendance was only 327, as appeared when the absentees were struck off. The present entire attendance is 346, out of which 223 are attending the English Classes, 178 the Persian Classes, and 100 the Hindi Classes; many of the pupils of course studying in more than one department. Of the above 223 pupils, 33 are Christians, 31 Mahommedans and 159 Hindus.

The following extracts from the Principal's report will furnish all the information we possess on the present state of the Institution.

" I beg to refer you to the accompanying Tabular Reports for the detail of the state of progress and pursuits of the pupils of the Institution individually, and generally, as well as to your own observation on the occasion of the Examination in question, which, from the increased strength in teachers, and greater interest exhibited by the public, was conducted with

more method and rigour than usual. The progress of the Arabic classes, I may mention, under the tuition, since 1st October, of Moulavi Iltifat Ahmad, late student in this class, and present teacher on trial under your sanction, was favorably reported on by Moulavi Razi ud Din who was the immediate examiner in this and the higher Persian classes.

4. " It is satisfactory to observe that while increased attention has been given to the matter of regularity of attendance, by such rigour in punishing absenteeism as has rendered the discharges during the past year unprecedentedly numerous, the total attendance is still on the increase. The more sound and healthy state of the Institution in regard to actual attendance, &c. does not therefore seem to have been purchased by any sacrifice of its popularity and consequent utility. After the removals on account of irregularity and absence, sanctioned by you on the occasion of my last annual Report, the entire number of students in attendance stood at 327. The number borne on the Rolls on the occasion of the present annual examination is 346

5. " The difference however in the increased amount of attendance is not particularly remarkable, but the difference of distribution that has taken place during the year, requires particular notice. The distribution of the 327 pupils of last year was as follows:

In the Persian Department,	.....	146
In the Hindi Ditto,	.....	107
In the English Ditto,	.....	56

The distribution of the 346 of the present year stands thus:

In the Persian Department,	.....	142
In the Hindi Ditto,	.....	86
In the English Ditto,	.....	118

" These are the numbers as they stand attached to the different departments according to the original admission of each student into the Institution. The numbers pursuing the studies of each department would of course be greater, showing an in-

crease on the above according to the number of transfers which each might have from the other departments. Thus there are

Studying Persian,.....	178	Original Persian as above,	142
		Hindi drafts, ...	7
		English Do., ...	29
Studying Hindi, ...	106	Original Hindi as above,	86
		Persian drafts, ...	14
		English Do., ...	6
Studying English, ...	223	Original English as above,	118
		Persian drafts, ...	58
		Hindi Do., ...	47

Giving a total of 507, but the excess above 346 is fictitious, arising from the system of transfer just exhibited. In either point of view, however, the actual numbers belonging to the different departments, or the numbers engaged in the studies of each department, it is evident, in a much greater degree than last year, that the Oriental Departments have fallen off, and that the entire attendance at the College is kept up, or rather extended by the increase in the English Department; English instruction now evidently standing the highest in public favor. The original or special English Department, which two years ago had no existence in this college, now far exceeding the numbers in the Hindi Department, and approaching those of the Persian Department, while the entire number studying English much exceeds that which has ever been studying either Persian or Hindi at any one time."

6. "The facts just noticed, the falling off in the Oriental Departments and increase of the English, are not difficult to be accounted for. The first is no doubt in a great measure attributable to the prevailing impression that Persian will soon cease to be the language of public business; while the interest and desire which the governed must ever have to acquire the language of their Governors, perhaps also a strong though vague idea of the treasures of knowledge and novelty which the English language contains, and more than all, I believe, the lately increased facilities of acquiring it here from the greater efficiency recently given to the English Preceptive Establishment in the college, sufficiently account for the relative increase of

students in this Department. No other influence has been exerted, the selection of studies, you are aware, being entirely optional on the part of the pupils admitted, and their friends, though a control more or less is assumed with regard to those already on the rolls, and who have made such selection, being permitted to increase the number of their classes and studies. Indeed the control that has always been practised in this respect with regard to transfers or drafts from one department to another, has been recently exerted with more scrupulousness in consequence of the remarks on this subject contained in page 48 of the General Committee of Public Instruction's Report for 1835, which are no doubt well founded, especially in reference to young pupils, and till a certain degree of progress has been attained in some of the learned languages. The total number of examinations on the present occasion is from this cause relatively fewer than last year, as will appear below."

The Prize Essays and translations will be found in the Appendix, No. 4. We awarded a prize of 50 Rs. to Nicholas Parsick for the best essay, and another of 15 Rs. to Balmukund for the second best. A list of the students who have obtained employment during the past year, and a copy of an interesting letter to the Local Committee connected with it, will also be found in the Appendix, No. 5.

The progress made by the Head Class during the last Quarter of 1836 is stated to have been as follows:

"From page 70 of the 2nd part of the Brief Survey of History to page 98, and have repeated whole the portion read from the beginning of the year, in which they are now able to answer any questions without the Book.

"Grammar, from the Pronouns to the end of Etymology.

"In Geometry, from the 5th to the 26th Prop. some not so far.

"In Arithmetic, they have acquired a thorough knowledge of fractions and reduction.

"In Geography, as far as page 116 of Nicholl's Geography.

"In Astronomy, Planetary system.

Essays and Translations once a week."

The improvements which have been introduced into this Institution during the past year, independent of those mentioned in our last report, and those which are shortly intended to be introduced, may be summed up as follows.

1. The appointment of Mathematical and writing Masters, which enabled the Local Committee to allot to each Teacher a particular department of instruction.

2. The division of the seminary into two schools, the upper and lower; and the appointment of a distinct Head Master and under Teachers for the latter.

3. The adoption of the principle that every student who can afford to do so, must pay something for his education. We objected to any distinction being made between European and Native students in this respect.

4. The proposed appointment of native Members of the Local Committee. While we approved of the principle advocated by the Agra Committee of associating respectable and influential natives with the management of the college, we expressed our opinion that the persons selected ought to be appointed Members of the Local Committee, on an equal footing with the existing Members—a course which has been followed with much advantage in the case of the General Committee itself, and of the Committees of the Hindu and Mohammedan Colleges at Calcutta, and the Local Committees at Gawahati, Benares and Delhi.

5. A considerable diminution in the number of holidays allowed, and the establishment of one set of holidays for all classes of students. The details of this important improvement will be found in the letter from the Local Committee printed in the Appendix, No. 6.

In May 1836 the Local Committee reported that the Arabic Teacher had vacated his appointment in consequence of his having been appointed a Moonsiff, and suggested that the Teachership should not be filled up. They recommended this measure on the double ground of the Arabic students having fallen off since 1831 from 30 to 25, and of "the expediency towards

the propagation of sound and useful education, of dropping the tuition of the more abstruse and less directly important parts of Oriental study in our Seminaries." We were however of opinion that as 25 pupils still belonged to the Class, its abolition would be inconsistent with the order of the 7th March, 1835, and the Agra Committee then appointed a senior student to the vacant situation.

The Directors of the Agra Bank having made a donation to the General Education fund of 500 Rs., we resolved that it should be laid out in purchasing scientific apparatus for the use of the Agra College, and wrote to the Local Committee to ask what they would recommend. They suggested a telescope which has been accordingly ordered from England. Presents of books for the Library and Maps for the walls of the class rooms have also been made by Mr. Davidson and other friends of education.

We are under much obligation to the Honorable the Lieutenant Governor for the encouragement afforded to the institution by his honoring the annual distribution of prizes with his presence.

AJMERE.

Ajmere was selected by us as the site of a new Seminary in May last, both because it is the Capital of a British Province, and because it is the central point of an enormous tract of country under British influence, which is at present entirely destitute of European instruction. We were so fortunate as to find a person on the spot (Mr. Marcus Hare) well qualified for the situation of Head Master; and the Local Committee were authorised by us to appoint two native Teachers of Hindi and one of Urdu, both which dialects are spoken by different classes of people in that quarter. One of the marble summer-houses built by Shah Jehan on the banks of the Lake in the public garden adjoining to the City, has been fitted up for the residence of the School Master, and a commodious school-room has been built close to it.

The following reports from the Secretary to the Local Committee and the Head Master will shew what progress the school had made up to the end of last year.

Secretary's Report.

"The New School House is at present in progress of completion by the Engineer Officer of the Division; consequently up to this date the classes have been assembled by Mr. Hare in rooms attached to the house he himself occupies in the town; the space being somewhat confined has not allowed of the simultaneous attendance of all the scholars.

"During the short period which has elapsed since the regular institution of the school, the progress of the scholars has been satisfactory; the senior English scholars being able to read short paragraphs, and the generality of junior scholars being capable of reading one or two short sentences, the whole learning the meaning of each word, as the scholars individually progress. They are likewise acquainted with the names and meanings of some parts of speech. Their improvement in writing has been rapid. The youngest portion of the scholars has been initiated by the Pundits in the knowledge of the Hindi Alphabet and the meaning of a variety of words, and in the expression of them in the Hindi written characters. The more forward of this division of the scholars, has made some progress in the Native Arithmetic as far as the addition and subtraction of given sums.

"The Ajmere Local Committee have the pleasure to assure the General Committee that they consider the advancement of the school during the short period the Institution has been in active operation, as very satisfactory indeed; and although at present the degrees of attainment do not seem to call for exhibition at a Public Examination, yet the Local Committee, looking to the acquirements of the short by-gone time, confidently anticipate a favorable development of the various classes in their different studies in the annual Examination which will occur at the conclusion of the present year.

" The Local Committee, in some degree concur in the observations made by Mr. Hare regarding the non-attendance of Musulman scholars: and are also of opinion that the entertainment of a Moonshee would induce Musulman parents to enter their younger children on the Roll of the school, but conceive that the Moonshee's Duties should be confined to teaching the Musalman's colloquial dialect, entirely excluding Persian.

" The Local Committee have been highly satisfied with the proceedings of Mr. Hare the Head Master; who has been unremitting in his attention to his duties; and the sanguine anticipations of whom the Local Committee sincerely hope may be realized.

" So soon as the New School House shall be completed, the Establishment will be daily supervised by the Members and Secretary to the Local Committee.

" In conclusion, the Local Committee have the honor to assure the general Committee of the sincere desire they have for the welfare of the Institution, and of the continuance of their efforts to promote its success."

Head Master's Report.

" In my letter to your address of the 1st October last I reported that there were then on the Register of the school 108 names; the number has since increased to 219.

3. " Although the school was regularly opened on the 1st of October, various causes, particularly want of books, rendered it impossible for me to commence teaching my English Pupils before the 1st November. You will perceive that they therefore have been receiving instruction in English for only two months, and even out of these two months there have been 21 sanctioned Holidays, (Vide note at foot of Return.)"

4. " When I state that all (with one exception) who were admitted on the 1st November, can read, many extremely well, others of course imperfectly, that they understand the meaning of all the words they have read, write words from their lessons

correctly, and have entered on the first principles of grammar, I respectfully trust that the General Committee will not deem the progress they have thus made (under every disadvantage) to be inconsiderable.

5. "One circumstance contributed very much to prevent the regular attendance of the pupils; during the two months the school has been open, it being the season when the Hindus of the Banya caste enter into marriage engagements, the children were frequently, some for 8 and 10 days, necessarily absent from school, either on occasion of their own betrothal or to attend the 'Burat' of their relations.

6. My being unable to form regular classes has been another very great disadvantage to the pupils and to myself. In my letter of the 1st October last, before referred to, I stated that (the school-house not having been then yet ready) I received my pupils at the house I myself occupied in the city. This arrangement from the same cause I am still obliged to continue, but as I cannot by any management find room *at the same hours* for all who come to me for instruction, I am obliged to divide my time between them, thus: I commence with one section at daylight, dismissing it at 9 o'clock; at ½ past 9 I resume with a second section which leaves off at 12, and from that hour until 4 P. M. I am employed with my christian pupils and some native adults of respectability whose anxiety to learn is most praise-worthy.

7. "The supply of Books sent by the Committee is insufficient, and I would therefore solicit a further supply of at least 100 sets. There were no 'Instructors' sent to me, and I was therefore obliged to give my pupils their first reading lesson from 'Reader' No. 2, (Reader No. 1 having been also omitted in your dispatch). 'Spelling Book' No. 2 I think perfectly useless, for I find that my scholars, while learning to read, with very little trouble acquire at the same time a correct knowledge of spelling, without incurring the grievous loss of time which crawling through that book would involve. Although anxious that my pupils should progress speedily on the road to know-

ledge, I yet hold it steadily in mind that it is better they should know little and know that little well, than that they should seem to know much and yet know nothing."

"The General Committee will no doubt observe with surprise that only eight Musalman names are borne on the return, particularly as Ajmere has a numerous Mahommedan population and contains the shrine of a very celebrated Mahommedan saint, Kwaja Muheeooddeen Chishtee. This circumstance does not arise, however, from any disinclination generally on the part of the Musalmans to acquire a knowlege of English, or to avail themselves of the opportunities so liberally afforded to them by the Government, but to the fact (I have been assured of it by several) that as we have no Moonshee attached to the Seminary to instruct their children in Urdu, they must acquire it at home, and that as they cannot devote their time *exclusively* to the attainment of English, they prefer spending their hours of study in the acquirement of their own language, which however they would be glad to combine with the acquirement of ours if any arrangement were made which would enable them to do so; and I beg most respectfully to submit to the General Committee that an arrangement of this nature could not in any way militate against the spirit of the order of the 7th March 1835, because there are in fact two Vernacular languages widely diffused throughout this Province: 'Hindui,' from our being surrounded on every side by the Independent Rajpoot States, and 'Urdu' from the fact of our having a numerous resident Mahommedan population, and a constant and very great concourse of Pilgrims to the tombs of the three or four Musalman saints buried here and in the neighbourhood.

9. "I look forward confidently to an increase in the number of my pupils. A very strong feeling in favor of English has been awakened among the people here. There seems to be a steady disposition on the part of the parents, and inclination on that of the children, to avail themselves of the advantages held out to them, and I hope I may be permitted most respectfully to congratulate the General Committee on so gratifying

(peculiarly situated as Ajmere is) a result to their labors in this quarter, and to assure them that no effort or exertion of mine will be spared to ensure its continuance."

The number of pupils of each religion, as shown by the quarterly return, are 206 Hindus, 9 Musalman, and 3 Christians.

The European Society of Ajmere and of the neighbouring Cantonment of Nuseerabad have come forward very liberally in support of the new Institution both by handsome donations and monthly subscriptions.

ALLAHABAD.

The following very interesting report from the Secretary to the Local Committee, will furnish the particulars of the Annual Examination which was held in October last.

" The Annual Examination of the Allahabad Schools took place on the 12th and 13th ultimo.

2. " The examination of the former day was confined to the Persian and Hindi schools, and the 4th, 5th and 6th Classes of the English school.

3. " The subject of the former would be little worthy of remark, the attention of this Committee, and they believe of the General Committee, being more particularly devoted to the advancement of the English Classes, had not the Committee been concerned to find that the Persian Classes were generally ill taught, careless of meaning and of pronunciation, and often misconceiving the sense and subject of their studies. They can attribute this to no more apparent cause than the inadequacy of the allowance given to the Moonshee. That is of an amount that could hardly tempt a man of moderate acquirements to devote time and trouble to the laborious task of teaching from the rudiments of the language to the perusal of some of its most difficult authors.

4. " The Committee would therefore suggest the obvious remedy, did they consider that the result would be likely to warrant its application, or prove satisfactory. As however those who attend the school do so, much less from any motives

of literary ambition, than from that of obtaining the quantum of education that might fit them for official occupations; and as every day serves to strengthen the opinion that the Persian as the official language is losing ground, and the Vernacular superseding it, the Committee are disinclined to make what would in their opinion be fruitless endeavours to foster it at the expense of any increase of expenditure. They believe the interests of the pupils would be better consulted by acquiring a pure style in, and familiarity with their own language in both the Persian and Nagri character.

5. "The Hindi classes, chiefly little boys, were examined in the same books as last year. They have the appearance generally of being quick, and it is to be regretted that after concluding their Hindi studies, which never extend beyond what is here mentioned, so very few ever enter the English School. Poverty and the loss of their service to their parents may perhaps be assigned as the most reasonable causes.

6. "In the pronunciation and reading of the lower classes of the English School a visible improvement has taken place, owing to the careful superintendence of the Head Master, Mr. Lewis, and the exertions of his Usher. A bad habit of literal translation for each word, alike prejudicial to the acquirement of the idiom of the new language, and to facility of expression in the original (this applies more particularly to the Christian lads in the school), has been permitted to continue in the School, though noticed for correction long since in the time of the late Head Master: but it will, it is hoped, be now entirely discontinued.

7. "The Committee are happy to have it in their power to notice marked improvement in the three upper classes. Compared with the standard of proficiency at the last Examination, the 1st Class have made the most rapid improvement and progress, that of the 2nd and 3rd Classes being more perceptible in their mode of reading with reference to emphasis, due regard to punctuation, and the manner of answering questions.

8. " As a table of subjects of the Examination accompanies, it is needless to enter into details. The 2nd and 3rd Classes were also examined in Cyphering and in the Geography of Europe and Asia, and acquitted themselves very creditably. In this latter department the 1st Class were examined more minutely, and proved themselves conversant not only with the relative situation of cities, &c. &c. but also with the political and commercial importance of countries, their extent, population, &c. In Arithmetic, as far as Compound Proportion in Vulgar Fractions, they were quite au fait. Their reading extended to page 126 of Marshman's Survey of History, and to the reign of King John in Goldsmith's History of England, in both of which books they were well able to answer questions put to them on historical events, their dates, the causes which led to them, their issue and effects. In reading new passages they proceed free from hesitation, and read fluently and well.

9. " The General Committee are aware of this class having only commenced on Natural Philosophy and Geometry very lately. Their knowledge of Euclid to the 7th Problem, 1st Book, was perfect. They then proceeded to an Examination in question and answer on the Copernican System ; after which they solved a few problems on the Terrestrial Globe.

10. " On occasion of distributing the prizes, the Committee took occasion to notice, with peculiar approbation, the success of Bhookun Lall a boy who had been 6th in the class, but now stood first in the School, and has consequently superseded one of the Monitors. Mr. Lewis had suggested the expediency of an additional Monitor. In the present state of the School the Committee do not think the appointment requisite, and are moreover of opinion, that the stimulus to exertion by rewarding the best alone, and making the Monitors' places the rewards of comparative, rather than positive merit, will be much increased by the determination on which they have acted in the present instance, of degrading one who had been certainly comparatively idle and dull, and promoting at his expense the superior pupil.

11. "The instructions in your letter, enjoining that the 1st Class should write an Essay on a given subject, were acted up to, but the Committee declined giving any pecuniary prize. Having had but little practice in composition, their attempts were but indifferent; the thesis given was to shew why the Hindustani language was preferable to the Persian for transacting official business in India. It was difficult to assign the pre-eminence in these exercises; and the money prize (had it been awarded), when all were so nearly equal and none above mediocrity, might have caused jealousy unmitigated by the more laudable feelings of emulation. The practice of writing a thesis will now be kept up as a weekly exercise and improvement may be early expected."

We consider the improving state of this Seminary to be very creditable to Mr. Lewis, the Head Master, under whose care we hope it will soon attain a high degree of efficiency. The New School House, with the adjoining residence of the Head Master, were finished and occupied during the past year.

At the close of the year there were 122 pupils, of whom 85 were Hindus, 28 Mohammedans, and 9 Christians. This is an increase of 13 pupils over the return of the preceding year. The progress made by the head Class in their studies during the last Quarter of last year is reported to have been as follows:

"Marshman's Brief Survey of History, ... 68 pages.
Goldsmith's History of England,..... 70 ,,
Introduction to Natural Philosophy, ... 43 ,,
Poetical Reader, No. III, ... 10 ,,

"Use of the Globes, repetition of the Terrestrial, and definitions of the Celestial, together with three problems.

"Geometry, 30 problems, 1st Book of Euclid.

"Arithmetic, Decimal Fractions (all the cases), and Simple Interest.

"Geography, North America, viz. the British Possessions and United States.

"Themes and Writing."

We regret that the Vernacular language is not taught in this Seminary, and we trust that the Local Committee will soon propose an arrangement for the purpose.

BAREILLY.

Owing to the serious illness of Mr. Rowe, the Head Master, this school was not opened till the middle of January last, and the following copies of Reports from the Secretary to the Local Committee and the Head Master, contain all the information we possess on the subject of it.

Secretary's Report.

"I have the honor to forward copy of Mr. Rowe's Report and of the Quarterly Return of the Bareilly School for the first three months of the present year.

2. "I am desired by the Local Committee to state, that the results exhibited at the close of the Quarter are very satisfactory, with reference to the recent date on which the School was opened, viz. in the middle of January last. The number of scholars is at present 60, which the Committee trust will be considerably increased, when the Native community of Bareilly and Rohilcund discover the facility they now possess of conferring English instruction on their children.

3. "At present nothing but English is taught in the School, but the Committee expect immediately to have a surplus from the Subscription Fund sufficient to enable them to entertain a Teacher of Urdu. The present amount of monthly subscriptions is about 45 rupees, which it is hoped, will yet be raised considerably, and as the current expenses for Bungalow hire, &c. amount only to about 30, the Committee anticipate that they will have at their disposal a sum exceeding 20 rupees a month available for the salary of a Teacher or Teachers of the Vernacular language."

Head Master's Report.

"At the opening of the School I had the names of 125 boys in the list; but the majority of these, having been disappointed in their expectation of receiving stipends, left shortly after their admission; and I have not thought it worth while to say any thing about them.

"The number of names at present in the list of Scholars is 60, but their attendance at School, as you will perceive in the Return, has been very irregular, averaging daily from 36 to 40. This irregularity and a want of their duly appreciating the value of English instruction have been a great drawback to their improvement. I must however acknowledge, that there are some exceptions among them, who by their regular attendance and attention have given me satisfaction.

"With the exception of a few, none of the boys had any previous knowledge of English.

"I must not omit mentioning that the irregularity of the youths, must in a great measure be attributed to the frequent weddings that have lately taken place in the city.

"I hope to give you a more favorable account of the School at the end of the present Quarter."

Of the 60 boys that were in the Institution, nine appear to be Mohammedan and the rest Hindus.

BENARES ENGLISH COLLEGE.

At the end of A. D. 1835 there were 136 pupils in this Seminary. There are now 142, of whom 131 are Hindus, 10 Mohammedans, and one Christian.

The following are the subjects upon which the 1st and 2nd Classes were examined.

First Division of the First Class.

From the beginning of Chapter 33 to the end of Chapter 36 of Goldsmith's History of England, page 196 to 414.

From the beginning to the end of Comstock's Natural Philosophy, and the treatise on the objects, advantages and pleasures of Science in the 1st Volume of Natural Philosophy, in the Library of Useful Knowledge, page 1 to 40.

From page 37 to page 214 of Clift's Political Economy.

From page 1 to page 53 of Mack's Chemistry.

From page 51 to page 152 of Nicholls' Geography.

From page 17 to 146 of the Poetical Reader, No. II.

From the 10th Problem of the 1st Book of Euclid to the end of the 2nd Book.

Algebra, as far as Quadratic Equations. Questions on various parts of Arithmetic.

Use of the Terrestrial and Celestial Globes and Maps.

SECOND DIVISION OF THE FIRST CLASS.

From the commencement to page 175 of Marshmans' Brief Survey of History, No. II.

From the beginning to page 17 of the Introduction to Natural Philosophy and Mechanics.

From the beginning to page 18 of Nicholls' Geography, with exercise upon the Maps of the four quarters of the world and the Globes.

From page 143 to 179 of rules and notes of Syntax in Murray's large Grammar, with corrections of false Syntax in Murray's Exercises as far as Rule 17th.

Geometry, from the commencement of the 1st Book to the 8th Prop. of the 2nd Book of Euclid.

Algebra, from the commencement to the 9th Case of Fractions in Bonnycastle's Introduction to Algebra.

Arithmetic, from the beginning of Reduction of Vulgar Fractions to Reduction of Decimals in Bonnycastle's Arithmetic.

A prize of 50 Rs. was again awarded to Shiva Shuhaya for the best essay, as well as another of 20 Rs. for the best translation from the Vernacular language into English. A prize of 15 Rs., for which a book was afterwards substituted at his own request, was awarded to Saroda-das Mittra, son of Babu Rajindra

Mittra, a Member of the Local Committee. These exercises will be found in the Appendix, No. 7.

The three senior classes were examined in the presence of the Members of the Local Commit tee, who have recorded their opinion that the result was highly satisfactory and very creditable to the Master and most of the pupils. The Annual Meeting at the College was attended by some of the ladies and gentlemen resident at the station, and by several Native gentlemen of the city. Disputations in Sanskrit were held by some of the students of the Sanskrit College: and several pieces of English poetry were creditably recited by some of the younger pupils in the English Seminary, after which the prizes were distributed to the most deserving students in both institutions.

The New College, which includes apartments for the residence of the Head Master, was occupied in November. The total cost of purchasing the ground, and erecting and fitting up the building has been Rs. 14,156, of which 10,000 Rs. were contributed by the General Committee, and the rest was raised by local subscription. The removal to the new building has already led to increased regularity of attendance.

As the Persian class attached to this Institution consisted of only eight students, the Local Committee proposed its abolition, and the substitution of instruction in the Vernacular language. We concurred with the Local Committee, considering the number of pupils too few to justify the retention of the class consistently with the principle laid down by the Supreme Government in the Orders of the 7th March, 1835, and the sanction of your Lordship in Council was accordingly obtained to the proposed change. One of the senior students, by name Mool Chund, was appointed Hindustani Teacher.

The Local Committee have enforced the rule which requires that the students should pay for the books used by them, as far as it was practicable to do so. It was found upon careful inquiry, that out of 156 boys then on the list, only 49 were likely to be able to pay the whole, and 17 half the price. The remainder were considered too poor to pay anything. We directed the

sum realized in this manner, to be brought to account at the foot of each monthly abstract, as a deduction from the sum to be remitted from Calcutta.

As there were stated to be about 200 volumes in the College Library, we sanctioned the appointment of a deserving student as a librarian. We have also taken measures for completing some sets of books (the Family Library, Lardner's Cabinet Encyclopedia, &c.) which were reported to be imperfect.

The Local Committee were so fully satisfied with Mr. Nicholls' zeal, assiduity, and success, that they recommended an increase to his salary in July last, which was reiterated after the close of the Annual Examination. We concurred in opinion with the Local Committee, that the high state of efficiency to which Mr. Nicholls had brought the Seminary had given him strong additional claims upon us, and we accordingly ordered his salary to be raised to 400 rupees, 300 of which he receives as Head Teacher of the English College, and 100 rupees, as Secretary and Superintendent of the Sanskrit College.

Early in last year the following Native gentlemen were appointed Members of the Local Committee at Benares.

His Highness the Nawab Iqbal Uddowla.
Rajah Kalee Shunkar Ghosal.
Babu Rajindar Mittra.

BENARES SANSKRIT COLLEGE.

During the past year the students have fallen off from 282 to 222; and of those who have left the College, 13 were stipendiary, and 47 non-stipendiary students. The falling off in the number of non-stipendiary students is attributed to the prospective abolition of stipends.

The Pundits are reported to have been regular in their attendance, and assiduous in the performance of their duties during the past year.

Our attention was called to the fact of a number of pupils having been many years in the receipt of stipends from the

College, without having made any adequate progress in their studies, by the following remarks in the Annual Report of the Superintendent to the Local Committee.

" On reference to the Report, it will be found that there are several Pupils of advanced age who have been a considerable time in the College; some of these appear deserving of commendation, but others have not attained proficiency in their respective studies.

" The term allowed for study by the College Regulations is twelve years; it has however been customary to dismiss students who have made a tolerable progress at the end of eight years, and some few even after a shorter period; several have also, in former years, been struck off the list of stipendiary pupils in consequence of their making but little or no progress in learning.

" Allow me to suggest that it be left to the General Committee of Public Instruction to decide whether or not any of the stipendiary pupils now in the College, and to whom the observations in the preceding paragraphs may apply, shall this year be dismissed."

The Local Committee stated that they agreed in the suggestion contained in the preceding paragraph.

In reply we sanctioned the removal of those stipendiaries who in spite of long studentship, had made little progress. We also observed that 12 years appeared to us to be too long a period for the stipend to be allowed, and that the reading of some of the students who had been seven or eight years in the College was not of a high character.

The following changes have been made during the last year in the instructive force of the College at the recommendation of the Local Committee.

Luchmee Kant, Assistant Teacher of Grammar, deceased, was succeeded by Bal Deva, formerly Teacher of the Pouranic Class, and afterwards borne on the strength of the establishment as a supernumerary.

Vithul Shastree, the Head Teacher of Grammar, deceased, was succeeded by the second Teacher, and the 74 Grammar students were directed to be divided among the remaining four Teachers of Grammar.

BHAGULPOOR HILL SCHOOL.

The present state of this institution is fully explained in the following very interesting Report by Major Graham the Superintendant.

"In forwarding the 'Annual Report' of the Bhagulpoor School for the year 1836, I have the honor to state for the information of the General Committee, that, in confirmation of the fears expressed by the Local Committee in their 'Report' of last season, a very considerable decrease in the number of scholars has taken place, in consequence of the diet allowance being no longer available for the maintenance of new Pupils from the Hills.

The number of students at the close of 1835, ...	106
Now in attendance of all descriptions, ...	79
Decrease,	27

Of the above receiving Monthly allowance 44.

"As these fall off from different causes, there is little prospect of their places in the school being filled up from the Hills; without the help of diet allowance they could not possibly long remain, as, although the people are as anxious as formerly to procure the advantages of education for their children, they have not the means of maintaining them at so great a distance as three, four or five days' journey from their homes.

"It is only to render the General Committee completely informed of the state of the School, that induces me to mention the little I have myself done to prevent a still further decrease of the number of scholars, by making an allowance to some who appear most anxious to acquire instruction, by distributing

warm quilts for the cold season, and the exercise of the influence I have over them through their relatives in the corps of Hill Rangers to induce them to persevere under so many untoward circumstances in their laudable pursuit of learning.

" Gentlemen acting in the capacity of Magistrates in this Zillah have frequently expressed themselves satisfied that the diminution of crimes, which has been obvious amongst the Hill People during the last ten years, has in no small degree been owing to even the slender knowledge a portion of them have acquired at the School, which has diffused amongst them a greater readiness to submit their disputes to the Civil Authorities, and has assimilated them more to the Low Country People. Those who have attended school having attained a knowledge of the Vernacular Language of the Low Country, and a good many being able to bring their knowledge in writing and Arithmetic to some account in their intercourse with the People.

" I shall now state what effect the education of the Hill People has had, as regards the men composing the Hill Rangers. The raising this corps from amongst the Hill People was what that great man, the late Mr. Cleveland, looked upon as his chief dependence in bringing into and keeping in a state of subjection that turbulent people, and every year which has elapsed since, has made more apparent the wisdom of the measure. After a time the services of the corps being little required in preserving the peace of the Hills, it became a matter of moment to render it available for general duty; but owing to the men being ignorant of the language and manners of the Low Country, it was found necessary to mix with them a considerable number of Hindustani Sepoys on a higher rate of pay. This was attended with great inconvenience, as the Hill-men became entirely dependent on them, and never learned to act for themselves. On the establishment of the school, I took upon me to represent to Government that it would no longer be necessary to enlist Hindi recruits, as I relied on the education which a portion of the Hill-men would acquire to fit them to act in all situations for themselves, and in this expectation I have not

been disappointed. More intelligent non-commissioned Officers and Sepoys are no where to be met with; and although all have not enjoyed the advantages of instruction, yet those who have are always at hand to explain their orders to the more ignorant, which the Hindustanis could not always do from their ignorance of the Hill language. I may add that I can produce more non-commissioned Officers and Sepoys who can read and write, than any Sepoy corps in the service.

"In consideration of the above advantages attending the establishment of the school, it is to be hoped that Government will not consider so small a sum as Rs. 100 per mensem as diet allowance, too much to bestow in improving the prospects of so poor a race of people, especially as under a better system of education the advantages may be expected greatly to increase.

"The number of youths who have joined the school during the last 12 months amounts to 34. Those who have left to 61; but out of this number 21 were sepoys whom I found it necessary in my military capacity to withdraw for duty, owing to the paucity of troops.

"The Low Country youths who have joined the school amount only to 7. With the exception of the sons of the Moonshee and Native Doctor of the Hill Rangers, they are the children of Natives of Lower Bengal settled at the station, the inhabitants of the place appearing to have no inclination to avail themselves of the benefits of the Institution. This does not surprise me, as the efforts of the late Mr. Christian (Church Missionary) and other gentlemen who had attempted to establish schools in the Town of Bhagulpoor have always failed.

"The General Committee will observe by the Report that the great object of teaching the Vernacular language is strictly attended to under the following Teachers. A Kyath receiving 8 Rupees per mensem, and two Hill lads receiving Rs. 7 and 5 per mensem. The first has been employed many years as a Teacher in the school, and the two Hill lads have been entirely educated at the Institution. All the three are learning Eng-

lish, and the third of them, Mysah Rhai, has made wonderful progress in that, as he has done in every branch of learning which has at any time been taught at the school.

"Only nine Sepoys are at at present on the Roll of the School. I am sorry to say the result of this year's examination of the 1st English Class is not so favorable as we expected; but I do not attribute this to any deficiency in point of ability or anxiety to improve on the part of the scholars, but to our being unacquainted with the most approved system of teaching in use in other Schools, which gives them so great an advantage over us. I can perceive no want of zeal or knowledge on the part of the Head Master, but not having had opportunities of observing the method of imparting instruction in other Institutions of this description, he has followed that which he had found successful with the children of European parents.

"Some months since I thought to remedy the faults in our system by procuring a copy of Instructions for conducting the schools of the General Assembly which I was given to understand were printed, but my application did not meet with success.

"Mr. Dunbar, Magistrate and Collector (the only Member of the Local Committee present at the station) conducted the Examination and had but little time to spare for the purpose, owing to a pressure of business. I must here say, that a stranger conducting a hurried examination of the Hill boys must always carry away with him a much less favorable opinion of them, than if he had frequent opportunities of seeing and conversing with them, as they are extremely diffident in the presence of strangers."

Mr. Dunbar makes the following observations on the result of his examination of the Head Class.

"Examined the Class, found the Boys had made considerable progress since last year, but not in my opinion so much as might be expected in twelve months. I consider their writing as shewing much more proficiency than their reading. I conceive the system of teaching pursued erroneous in making

the boys translate too literally; that is the meaning of each particular word is so closely adhered to that the sense of the sentence is either lost, or made to appear absurd and ridiculous. I pointed out this defect to the Head Master, and recommended a change in the system, which should first make the boys acquainted with the true meaning of each word, and then admit of their giving a free translation, which should give them a perfect idea of the whole meaning of each particular sentence.

"I do not conceive that any distinct remarks are called for in regard to the separate classes; the progress made by each, as far as I am able to judge (making allowance for greater talent in some of the boys) corresponds pretty nearly with the length of time instruction has been given. The apparent desire of the boys to learn, and their general tractability is deserving of credit."

The following remarks by the Head Master Dwyer on the character of the Hill boys will also be found interesting.

"I took charge of the school in October 1835, and immediately formed an English Class, choosing the pupils from the 1st Hindi class who had already acquired a tolerable knowledge of the vernacular language. The pupils then consisted principally of children belonging to the people called *Pahariahs**. The language, habits and religious tenets, &c. of this people differ very much from those of the people inhabiting the Low Country. In instituting a comparison between the youths of these two distinct localities, I must confess that I have had no grounds for considering the Hill youth inferior in any respect to the Hindustani boys, as regards their intellectual susceptibility and aptitude in acquiring knowledge. I have had much pleasure in observing that, however rude in appearance, in consequence of the slender means they possess of providing themselves with, indeed, almost every thing, their moral conduct and modesty are remarkably unexceptionable; their conversations are marked by a freedom from those gross and detestable allusions which are generally the most prominent features of a conversation among

* Hill people.

uneducated Hindustanis, and I have never known the disposition to quarrel among themselves, exist in a less degree in any equal number of boys in school, nor have I heard a harsh expression used among them towards each other; kindness and good feeling seem to prevail throughout their intercourse, and I have therefore no hesitation in saying that this disposition among so many of different ages, is unparalleled, and it has proved highly gratifying to me. That portion of the English class, which is composed of these boys, have had to contend with great and many difficulties, because they have had in the first instance to acquire the vernacular language as a medium of instruction; notwithstanding which, their progress has been very satisfactory."

We were much gratified by the determination of his Lordship in Council to retain the Hill School on its original footing as a charge to the Political Department, leaving us to establish a second school at Bhagulpoor, for the benefit of the people of the place and neighbourhood, on the plan of our other lately established institutions.

CALCUTTA.

MEDICAL COLLEGE.

The following Report was drawn up by the late Principal shortly before his death, and was afterwards found among his papers. It breaks off abruptly, but the chief matters requiring notice are fully detailed in it.

We lament the loss which the cause of native improvement has suffered from the death of Principal Bramley; and this regret has been enhanced by the perusal of the following Report, which, besides describing in a very interesting manner the successive steps by which the Medical College has been brought to its present state of efficiency, contains some valuable observa-

tions on the importance of giving a proper share of attention in a system of national education for India, to moral and physical, as well as to intellectual training. Few names, we are satisfied, will hereafter be mentioned in India with greater reverence than that of Dr. Bramley; and few measures which have been adopted by the British Government in this country will reflect more lasting honor on that Government than the foundation of the Medical College.

Late Principal Bramley's Report.

"In the following pages I have the honor to submit my Report upon the rise, progress, and present condition of the Calcutta Medical College under my charge. The detail of the proceedings of myself and my Colleagues, the Professors of the Institution, and the minutiæ into which I feel it my duty to enter, as to the character and general condition of our pupils, may, at first sight, appear to have led me into somewhat too prolix an account of what has been done, and of what it is reasonable to anticipate as the consequence of our efforts; should any such impression be produced by the length and bulk of the report now before you, let me refer for my excuse to the singular importance of the Institution, and the paramount necessity of my laying honestly, openly, and sincerely, before the Government and yourselves, such a history of the first Anglo-Indian Medical College, as may lead to a just and impartial decision as to its utility or its uselessness, its demerits or its deserts.

"My report is that of one who pretends to do no more than render in terms as clear and succinct as he can make them, a plain statement of things as they have occurred, and as they are.

"Any attempt at rhetorical display would be, even supposing I could hope to achieve it, entirely out of place in a paper devoted, as this is, to matter of a purely practical nature. I am too fully impressed with the magnitude of what I have to submit to you, to enter upon its detail with other than feelings of extreme diffidence; yet, a consciousness of the interest with which the question is surrounded, emboldens me to hope, that

as the material contents of this report will be more looked to than its mode of expression, my inadequacy as a writer may be forgotten in the importance of my subject.

" I deem it unnecessary to dwell on the circumstances which originally led to the formation of the present Medical College, as these have already appeared before the public, in the printed Report of a Committee appointed by the Right Honorable Lord W. Bentinck in 1833, to inquire into the then existing Native Medical Institution.

" It is sufficient to state, that the result of that Report was the promulgation of a General Order, by the Supreme Government, dated 28th Jan. 1835; in which it was directed that the Native Medical Institution under the superintendence of Dr. Tytler and the Medical Classes at the Sanskrit College, and at the Madrussa should be abolished, and a new Institution formed, in which Medical science was to be taught on European principles; through the medium of the English Language. A printed copy of the order in question I have herewith the honor to annex. (Vide Appendix, No. 1.)

" The Institution of the present Medical College has been attended, at all its stages, with difficulties of no common order. At the very period of its foundation, a discussion between the advocates of different systems of Anglo-Oriental education was carried on with much vehemence by either party, and it appeared that to ensure the success of the educational system on behalf of which I was interested, it would be incumbent upon me to adopt such a line of conduct, as, without compromising me with this or that set of Opinionists, would enable me to carry through my own views with merely a nominal attachment to either. I esteem myself not a little fortunate in having succeeded in keeping aloof altogether, from even a connexion by name with the partizans of different declared systems of education, since the newly formed institution was hereby constituted neutral ground upon which all might meet, by which all might benefit, and on which none need be compromised.

" The advantage of the position thus obtained will not, however be fully understood, without a glance at the difficulties with which, at the first adventure on a new system of education, I found myself necessarily surrounded. I had undertaken (upon a conviction of its feasiblity, it is true) the formation of a school of Medical Science, wherein instruction was to be conveyed through the medium of English, but, however confident in my own opinion, of what might be thus effected, I did not the less feel the heavy responsibility on first pledging myself to Government to persevere and prevail in a cause wherein I not only staked my own professional reputation and prospects, but the success of the system of whose rectitude I was convinced, and in which I was so deeply interested.

" The most obvious of my initiatory embarrassments were the following.

1st. " Whether a Hindu Class of Medical students could be formed at all, for the study of the science on the European system, the peculiarity of their opinions, and the supposed pertinacity of their prejudices being duly taken into consideration.

2nd. " Whether it were possible to find a number of youths sufficiently advanced in elementary knowledge of English, to enable them to receive with profit, the instruction proposed to be given.

3rd. " Whether the small Government stipend were sufficient to induce young men to devote the best years of their life to the acquisition of a description of knowledge, the benefits whereof were, at the best, prospective, and the effect to the students and their friends, uncertain.

" I do not intend to dwell upon my difficulties, but it is necessary for a full comprehension of the subject, that I should allude to them, and I feel it to be my duty to do so in a somewhat marked manner, in justice to him through whose instrumentality, chiefly, they were surmounted. This zealous coadjutor and invaluable assistant was Mr. David Hare. Scarcely had the order of Government for the institution of the College

appeared, before this gentleman, prompted by the dictates of his own benevolent spirit, having ascertained the objects of the undertaking and becoming convinced of the vast benefits likely to accrue from it, immediately afforded me his influence in furtherance of the ends it had in view.

" His advice and assistance have been to me, at all times, most valuable; his frequent attendance at the Lectures, and at the Institution generally, have materially tended to promote that spirit of good feeling and friendly union among the pupils, so essential to the well working of the system; nor must I omit to mention, that his patience and discretion have animated and supported me under circumstances of peculiar difficulty which at one time appeared to threaten the very existence of the Institution. In truth, I may say, that without Mr. Hare's influence, any attempt to form a Hindu Medical Class would have been futile, and under this feeling I trust I may bespeak the indulgence of the Committee, in availing myself of the present opportunity to record publicly, though inadequately, how much the cause of Native Medical Education, owes to that gentleman as well as the extent of my own deep obligation to him personally.

" On reference to paper No. 7, in the Appendix, it will be observed that the majority of the students of the originally formed class had received their education at the Hindu College, or at Mr. Hare's school; hence, from the earliest period of the undertaking, I had an opportunity of becoming intimately acquainted with most of them, through information derived from Mr. Hare, who was not only familiar with their habits and their mode of thought, but with even the individual history and character of every youth whom he brought into the College. I was thus enabled to exercise in the first instance a wholesome influence over their minds, which could not fail to be beneficial both to the pupil and teacher in the process of communicating and receiving instruction. As their instructor and (as I feel myself to be, and wish them to consider me) their friend, I was of course, after no long time, in a position to extend this influence in aid of official authority, but in so doing, the subject of

my undertaking opened upon me in a new and I may say a more formidable light than heretofore.

" My intention being to render these, the first pupils, not only proficient in the usual routine of Medical Science, but also capable of exercising their minds freely upon general subjects, in order to ensure the application, and not the simple acquirement of knowledge, I was much struck with the unwholesome and unsettled state into which their minds had been thrown, and with the imperfect condition of their physical powers, owing partly to the nature of their early education, as to what had been done, but perhaps more as to what had been neglected. I found the natural precocity of the minds of these native youths, fostered and forced into unnatural action, by being employed on speculative subjects before they had been taught or understood the nature of practical ones. The general taste of all these boys took, I found, in this respect the same bent and inclination ; at the same time their moral condition remained unimproved, while their bodily powers had been allowed to deteriorate as unhealthily as their minds had been pampered into luxuriance. In a word the great subject of *indirect* education, or that undesigned course of training which in the present day forms so prominent a feature in the educational systems of Europe and America, had been altogether neglected in the teaching of these youths. It became still more evident as my intimacy with them increased, that the exercise of their mental powers, more particularly of the alumni of the Hindu College, was directed to the consideration of abstruse metaphysical subjects, to the almost total exclusion of simple and ordinary practical matters.

" They seemed to have mistaken the instrument for the end, by supposing that the cultivation of the imagination was of greater moment than the fostering of other habits of the mind, which build up the future man. The spirit of inquiry and the remarkable, yet indiscriminate thirst after knowledge so strongly developed amongst them, had been made an agent rather of moral evil than of good, to beings like them of precocious mental powers and

unsettled principles. Hence, and as a consequence, they had learnt to cherish a false estimate of learning, in so far that the test of acquirement was held among them to be, the extent of *abstract* rather than *positive* knowledge possessed by the recipient, or in other words, that learning was with them of higher value than wisdom.

" Thus, then, their minds, refined only so far as to engender morbid discontent with their present condition, and yet unfitted by sound moral and practical instruction, to enable them to place themselves in a position more agreeable and advantageous, were in danger of becoming permanently misdirected. Add to this the feebleness of body and the want of physical energy by which all were distinguished, and it will not be considered far from the truth, when I say, they came to me, men in intellect, children in constitution*.

" When fully possessed of the disadvantages above detailed, I felt it my duty to undertake the remedy, in as far as was possible, or as I could accomplish, of the defects in the moral and physical condition among the pupils generally. The difficulty, however, of improving their bodily frames, was so great, owing to the pernicious effects in early life of sedentary habits and pursuits utterly unenergetic, as regards personal exertion, that I might almost characterize my efforts in the expressive words of an ancient authority, as " teaching them to live after their best days had passed."

" My motive in bringing these particulars to the prominent notice of the Committee, is solely with a view of inviting discussion and inquiry into a subject which I cannot but feel is vitally important to the interests of the great work of education.

* I cannot better illustrate this point, than by referring the Committee to copies of some notes selected from amongst many in my possession (vide Appendix No.—*(a)* which have been addressed to me by some of the most intelligent and talented of the pupils; but, as will be evident of talent exerted without definite purpose, or even the power of devising a proper object for its exercise.

(a) The letters here alluded to could not be found amongst the late Principal's papers.

" I allude to the expediency of introducing as soon as practicable, and as part of the general system of instruction, such measures, as may tend to elevate at one and the same time, the moral, the physical, and the mental condition of the young.

" Hitherto, education has consisted, simply, of school instruction, and it may be said, that as far as the experiment has gone, the system has been attended by satisfactory results ; among other advantages, it has modified the evils of national prejudice, and has thus paved the way for future improvement ; it has already diffused through a large number, a certain degree of positive knowledge, while in a still greater number, it has inspired a propensity to study and fixed a decided taste for the acquisition of European learning, and a strong disposition to respect it in others : admitting however, that these are benefits of no common order, and that as much has been done as could reasonably be expected, still it becomes a matter well worthy the consideration of those who are engaged in the business of teaching, as well as to the friends of education generally, to inquire whether the native mind is not capable of attaining a much higher standard than it yet has, by the operation of a system, in which *indirect* is blended with direct education.

" It is foreign to my purpose, to enter at length into the merits of this question on the present occasion, nor am I, as yet, prepared to point out the means by which it may be carried into effect. I am sensible, that, before any plan could be framed capable of universal application, many obstacles would have to be overcome, and that whatever it might be found expedient to do, could only be effected gradually ; for while it would be necessary to regulate every measure with a due regard to the condition and circumstances of those to whom it is meant to apply, yet, the national character continues such, that the indiscriminate or over-hasty introduction of any thing bearing the semblance of innovation, would be regarded with suspicion and distrust. I shall therefore, confine myself to a few brief remarks, to shew in what respects the subject calls for investigation.

" Fully acknowledging the useful labours of those who are

zealously devoting themselves to the advancement and dissemination of European knowledge among the natives of this country, it must, I fear, be admitted, when the subject is a little examined, that the effect of the present system can merely be regarded, at most as a foretaste of the good yet to come. It is certainly capable in some degree of making scholars, but we require something else before we can make good and wise men, which after all, is the great end of education."

"It is true, that knowledge is power; but it furnishes the power to do evil as well as good: it follows, that misdirected and unassisted knowledge is mischievous in proportion to its extent.

"Any person who will take the pains to ascertain the real condition of educated native youths of the present day, and for this purpose, will associate with them in private as well as public, will visit their abodes, and will inquire closely into their mode and habits of life and thought, will not fail to remark the state of transition into which their minds have been thrown, the result of partial instruction irregularly communicated or administered. Their education has given them a new power of thought and reflection, but they are left without a proper agent to direct this newly acquired power aright, they have no agent to turn the bias of their minds to what is good, and this at a period, which generally decides the character of the future man. As a consequence, their ideas fall into a state of doubt and fluctuation, and in the end, if unassisted, are as liable to become permanently directed to evil as to good.

"In England, where education mingles a domestic with a school life, combining the advantage which is to be derived from the learning of a master, the emulation which results from the society of other boys, and the affectionate vigilance of parents, the heart and head are educated at one and the same time. But in this country, and at the present time, there exists no indirect controlling power whatever, no natural example which the pupil is either enabled, or is content to follow. For the Master's authority is confined to the School-room; and a

European education leads the youth to despise the knowledge of his parent, and disdain his control, the great majority of youths in his position becoming necessarily elevated above their guardians in the scale of knowledge and in the rank they hold in Society. It may be as well here incidentally to remark that the description and nature of the European education given bears no positive reference to the station they are destined to hold, and the occupation they are likely to be engaged in; accustomed therefore to follow his own inclinations and unused to be thwarted, the youth becomes vain of his new acquirements, and, as I have myself too often seen, a restless ambition is induced, which renders him so little able to resist the commonest vicissitudes of life, that a slight stroke of disappointment is apt to be followed by indifference and permanent discontent. But if these defects exist in the morale of educated native youths, there are others not less apparent in their physical condition.

"One great error in the present system, is, I am induced to believe, the propensity to over-educate. For example, I have seen a boy apparently not yet in his teens, called upon in the presence of a large assembly to solve an intricate mathematical problem, and I have seen him demonstrate it with surprising accuracy. But however conclusive this may be of mental capability, I consider the accomplishment of such a task, and at such an age, to be an abuse of the power with which the boy is naturally endowed. Experience proves, that the mind is capable of certain exertion only, and if it is over strained or too assiduously employed, it wearies and declines, accomplishing much less, and expending its energies much sooner, than under moderate exertion it would be capable of doing. Before the studies of maturer years are stuffed into the head of a child, people should reflect on the anatomical fact, that the brain of an infant is not the brain of a man; that the one is confirmed and can bear exertion, the other is growing and requires repose. If this applies to children of every nation; how much more closely does it bear on those who form the subject of this inquiry. Mental precocity is the characteristic feature of the natives of

Bengal, with natives there is the strongest reason why the mind should be restrained, rather than forced into undue action, for, the more it is fostered, the sooner it will be found to wear out.

" Every physician knows, that precocious children are, in fifty cases for one, much the worse for the discipline they have undergone. In most of the remarkable instances of precocity which have been known in England, it has been observed, that the mind overstrained appears to have imbibed the seeds of insanity, or that at a comparatively early age, the originally acute mental energy has faded, and eventually, as age has advanced, dwindled into mere nothingness, that is, supposing the subjects to have lived to middle age which few of them have done. May not we thus account for the popular, yet unproved assertion, that the educated native is notoriously shrewd and intelligent, to the age of twenty five, or thereabouts; but that after this age his mental power gradually deteriorates.

" There are however it must be admitted, other circumstances besides physical which co-operate powerfully, in producing this decay of mental energy.

" We cannot indeed take a superficial glance into the national condition of the people of Bengal, without tracing some evil or other in every state and each stage of their moral existence.

" These however, are natural evils, the effect of prejudice and ignorance, and on which the hand of time alone can work improvement. Before the moral sentiments can be truly cultivated, they must be felt: objects and examples must be presented, capable of exciting emotions, and then intellect may interpose to assign the just limits of their indulgence. The real antidote is undoubtedly education, but only when its results are properly administered and directed, and when, for the reasons stated, that the knowledge has not been acquired at the expense of too great mental labour. But, in addition to over-education, another and a serious defect in the present system of instruction is that the mind only is cultivated, while the body is left altogether neglected.

"Native children are brought into school at an age when nature scarcely furnishes the elements necessary for a successful cultivation of the reason. There seems to be no provision, as yet made, for preparing the process for future learning; no preparatory schools in which by wholesome rules for physical management, and under good instructors, so much might be effected towards the formation of those principles, which in after life constitute the character of the man, and at the same time tend to promote his general health, and preserve his bodily frame in the full and vigorous exercise of all its functions. In short, no advantage is taken of the period when the child enters school, to excite a taste for those objects and pursuits which naturally delight him, such as those which impress the senses, move the heart, and invigorate and strengthen the constitution, though the age is most favorable for the cultivation of these, for it is then that the emotions are the liveliest, and from being as yet unalloyed by passion, are most easily moulded and controlled.

"Instead of these, however, the child, at the tender age of six or seven years, is suddenly introduced into the school-room, where he is at once solicited to reflection, for which his mind has received no previous training, and what is still more faulty, he is, with very limited exception, kept under study the same number of hours per diem as the oldest boy in the establishment.

"That such a system should be attended by pernicious results cannot be wondered at, when we reflect for a moment, that the mutual influence which the mental and physical energies exert over each other, is such, that in proportion as the nervous stimulus is unduly expended on the one, it becomes withdrawn from the other, or in other words, that the association between mind and body is so intimate, that unless a certain balance of health is maintained between the two, either the one or the other deteriorates.

"Perhaps there is no class of beings in the world to whom this truth applies more closely, than to the natives of Bengal.

To illustrate this I shall cite a fictitious case, but no single matter of practical importance shall be interwoven with the fiction which has not been fully corroborated by my own personal observation. I select for an example the zealous youth whose time whether in school or out of it is almost exclusively devoted to study. We find him in the first place, naturally endowed with a mind, capable of the richest cultivation, yet born under very unfavorable circumstances, for animal existence.

" During the whole course of his studies, no attempt is made to counteract the effects of his mental precocity, but on the contrary it is forced into premature luxuriance.

" He sits almost motionless in school from five to six hours per diem, during which time, his mind is closely occupied, though the objects to which it is chained may not be always congenial to its prevailing tastes and capabilities. He is allowed to assume whatever posture he pleases, having no adviser to correct those minor, but by no means insignificant defects, to which his sedentary habits and natural distaste for bodily exertion give rise. As the growth of his body advances, he may be seen, while at his studies, constantly leaning forwards, his shoulders elevated, his head sunk between them, and keeping most of the muscles wholly inactive. Respiration is generally imperfectly performed, and he takes a full inspiration only when he sighs. He lives in an impure and unwholesome atmosphere, and from being totally ignorant of the laws of health, indulges in sedentary habits and late hours. His clothing is nearly the same in summer as in winter; hence the circulation is unequally balanced, and his feet and hands during the latter season become unnaturally cold, from want of their proper stimulus. His diet though large in quantity, is insufficient in quality, and from the effects of ardent study and want of bodily exercise, his appetite, whether moderate or excessive, is generally greater than the power of digestion. As he reaches the period of puberty, his taste for study increases, the brain and heart become oppressed by incessant labour, and the effect of this is still further increased by the impatience and ambition which generally distinguish

him. Under this excitement the nervous energy which digestion requires, absorbs, and before long the functions of the stomach and bowels become deranged. This is succeeded by a general torpor of the system in which the brain necessarily participates, or a high state of nervous irritability is induced. In either condition he becomes conscious of the inequality of his mental powers under different states of bodily health, and is sensible for the first time, of mental weariness. These symptoms are generally allowed to proceed without interruption, for he knows not the value of recreation either of mind or body, and does not feel himself sufficiently ill to seek medical relief. In a short time he finds the mental powers begin to fall far short of that energy which formerly distinguished him, while the irritability of the mind to which deranged health is prone, acts unfavorably on all the moral feelings; as the period of manhood sets in, the stomach and bowels become obstinately disordered, the secretions are vitiated, and as a consequence sanguification and nutrition are imperfect. The same moral and physical cause still operating to the prejudice of his naturally enfeebled frame, he finds that medicine merely palliates but does not cure him, so that by the time he reaches what ought to have been the prime of life, he is a confirmed hypochondriac, and in the end the body either wastes, consigning him to an early grave, or he becomes plethoric and bloated, so as to render life a burden rather than a blessing, 'Living to eat, rather than eating to live.' With these plain facts which my own experience and observation have supplied, we cannot too soon, or too earnestly consider the vast importance of Physical Education as forming a part of the general system of instruction. Indeed I am convinced, that without the systematic introduction of some means for regulating the Physical management of the young native from the very outset of his educational career, we never can expect to ensure a sound mind in a sound body, and unless we accomplish this, we rob education of one of its best and most important results.

"But there is yet another most important item which has been

overlooked in the educational system as it at present exists, namely, the organization of the ministers of instruction.

"Without going into individual detail, I have but to appeal to the evidence which even very casual observation will afford, of the inaptitude of Europeans and East Indians to educate natives so as to combine the communication of knowledge with the regulation of their minds and the direction of their habits of thought. The cause is obvious: the interest of the teacher in the pupil ceases in a great measure when they separate on leaving the school-room. Well qualified as are many of the masters by the possession of information, they are unpractised in the mode of communicating it, and the effort of teaching is to them more or less a labour requiring rest and recreation after the close of the stated periods of instruction, in absence from the scene, and from the objects in and on which the effort has been exerted. The feelings of the masters are not in unison with those of the pupils, and the immense power of moral agency which, as Pestalozzi has practically demonstrated, may be created by working on the national character of boys under a course of instruction, is lost altogether.

"Schoolmasters under the present system and in the present state of Education are necessarily Europeans or East Indians. They enter on their duties having to learn during the progress of fulfilling them.

"The institution therefore of normal schools, and the creation of national instructors should be an object of the first, as it is of the most vital importance to those who desire to see the native youth *healthily* educated. I use the term in a moral sense to express the advantage which the mind derives from being taught wisdom not less than learning; from being stored not only with ideas, but with the means of rightly directing them.

"This cannot be effected until pupils be placed under instructors who have been taught, not merely how to know, but how to teach, and who superadd to this acquired advantage, the requisite of an intimate knowledge naturally of the turn of thought and habits of mind of those placed under them. What I have

already attempted to prove in the earlier part of this report, touching the moral condition of the national pupils educated under the present system, gives sufficient evidence of their inefficiency to act in the above capacity.

"If they are themselves the victims of an incomplete mode of education, the hazard of employing such teachers risks the perpetuation of error, or perhaps worse still, the inculcation upon fresh subjects of the impressions of a diseased mind. All that such instructors, with few exceptions, could teach, is knowledge frittered through the mass of their own misconceptions; they can only excite the mental powers by involving them in a maze of speculation and unsettled reasoning, the counterpart of what they themselves indulge in. It may be urged that this, for the present, is unavoidable, and I confess that it is so; indeed, when the influences and prejudices which encumber the present system are considered, we cannot be held accountable for any of the faults or deficiencies I have here alluded to, and rather than that the great work of education should be checked, it would be better to hold by our present means. But that it is unavoidable, proves still more strongly the necessity of correcting a state of things so objectionable, and it affords the strongest argument for the immediate institution of normal schools, which may be regarded as the vital part of the required reformation. But the attempt to improve should be instantaneous, and what materials we have should be used at once in such manner as may at least have a tendency to commence the approach to amelioration. The pupils destined to a severe course of study, should, from the first, be trained to suitable gymnastic exercises, and during the first two or three years of their noviciate, the alternation of recreation with study, as part of the system of instruction, should be strictly enforced. A space of ground should be allotted to them, and they should be encouraged, by the presence of their instructor, to vie with one another in feats of strength and activity: he, (the instructor) would thus, by mixing with them in their leisure moments, have ample means of improving his knowledge of their characters and habits of mind, which the

strict discipline necessary in the school-room would never enable him perfectly to obtain.

"Hence he would be enabled to convey indirect moral education to each individual as the mind required it, in the course of exercise and active amusement, by encouraging each one to give his opinion, or his idea on common subjects of general interest, those chosen being chiefly of a practical nature; he would correct their misconception on many points in this manner, while teaching them to think and reflect on useful and profitable every day subjects; supplying in as far as possible the want in this country of objects so constantly occurring in England, whereby the mind of the young inquirer may be at once enlightened, amused and excited to still further research. I have so carefully studied the application of this system to my own pupils, and although as yet but very partially enforced, I have found it of such immense advantage both to them and to me, that the subject generally might, I considered, be appropriately brought in my report to the notice of the Committee of Public Instruction.

"The position in which I have been placed as a prominent agent in the cause of education has induced me to experimentalize upon the means of exerting a general beneficial influence upon the minds of the native youths, not less for the advancement of the Institution over which I preside, than for the sake of the cause of instruction generally. Thus my object has been to teach the pupils to respect themselves, to form an accurate idea of the importance of the position they hold as future agents in aiding and enlightening their fellow-countrymen, and to look on the study they are pursuing in all its dignity as one of the first and most important of the sciences; I have endeavoured to shew them the value of self-respect and a real devotion to their profession, as inspiring respect to them and their calling among the population which surrounds, them. I have endeavoured to prove to them that I am not only their instructor but their anxious friend, ready to advise and assist them, and desirous not less of their moral improvement and their general welfare, than

to see them succeed, under the instructions of my colleagues and myself, in the honorable profession they have made choice of.

" The above exposition of my policy with regard to the internal management of the Medical College, will account for the absence of any fixed academical regulations, other than of the simplest and most obvious nature. I have considered the whole of the attempt as purely experimental, and I have been guided throughout by the course of circumstances, intending rather to suit my arrangements to the peculiarities of my position, than increase my difficulties in the first instance, by establishing at the outset, regulations, devised in utter inexperience of the character and habits of those to whom they were meant to apply, or of the institution to which it was intended to adapt them.

" These remarks, which have been insensibly drawn out to a length which I had not anticipated on commencing them, must, I feel, be submitted with an apology to the Committee for having occupied so much of my report with matter not immediately connected with the detail of the Medical College.

" Upon this branch of the subject I now proceed to enter with as much conciseness as its importance will admit of.

(Part II.)

General Instruction.

" On this point I propose to consider the nature and extent of the education already given, the means of instruction, and the general plan of teaching. Hitherto the instruction conveyed to the pupils comprehends Lectures upon General and Practical Anatomy, Physiology, General and Practical Chemistry, Theory and Practice of Physic, Elements of Medical Botany and Materia Medica, Practical Pharmacy, together with hospital attendance.

Anatomy.

" Conducted by Dr. Goodeve and myself. The plan which I had originally designed, previous to entering upon the active duties of my office, was that of establishing a systematic mode of

teaching, and as far as means and circumstances would permit to frame the general Instruction of the College on the mode of the English Medical Schools. With this view the operations of the College were commenced by the delivery of a course of lectures on the rudiments of Anatomical Science. There were several objects to be gained by this preliminary proceeding. In the first place the class consisted almost exclusively of respectable Hindu youths, who, though already possessed of fair acquirements in the elementary branches of general knowledge, were nevertheless wholly unprepared for the studies they were now about to embrace. It was important therefore, that their capabilities should be tested as soon as possible as to their power to receive instruction in a science, the very elements of which are crowded with technicalities, for whose etymology the English language forms no guide. In the second place it was essential to the well working of the general plan to ascertain, at as early a period as possible, the tastes and dispositions of the pupils, to receive instruction in a science to them perfectly novel, and under any circumstances by no means inviting at the outset, and the first approach to which must necessarily be made amidst the gloom of prejudice, and the confusion of ignorance.

" Thirdly, it was expedient that the first step should be made in that branch of science which was destined to hold the capital place in the studies of the College, and also to experimentalize on the willingness of the students to be taught the first rudiments of their art by the actual demonstration of human bones. By this course a double advantage was gained. It enabled me to see how far their prejudices might be infringed on without hazard; while the selection of osteology to commence with, imposed a somewhat severe tax on their patience and industry, as the subject is difficult, and at the same time dry and uninteresting.

" A course of lectures was accordingly commenced on the 1st June 1835, opening with an inaugural address, explanatory of the general objects of the Institution. This discourse was introductory to a series of lectures on osteology which were

delivered tri-weekly until the 30th September following. The subject was treated at considerable length, and many other points of anatomy and occasionally surgical observations, were introduced as opportunities offered. The intermediate days were occupied by those subjects which were touched upon in the lecture of the previous day, but which did not admit of more than cursory notice at the time, and could not be shewn to the pupils without interrupting the proper course of the subject under discussion.

" In this way the large arteries, the principal muscles and nerves, &c. which during lecture were spoken of as connected with any particular bone, were explained and demonstrated on the ensuing day. During the osteological lectures the subject was taught entirely upon human bones, which after lecture were placed in the pupil's hands for their individual observation and examination, and were closely studied by them.

" Not the slightest repugnance was shewn at any time in this proceeding; indeed the youths appeared rather to exult in overcoming their national prejudices in these matters. The auxiliary demonstrations were made upon the valuable plates in Cloquet's celebrated work presented to the College by Dr. Duncan Stewart; by Lizar's plates; those of Tuson and the Papier Maché models of the human frame which the College possesses. In this manner the students, as far as such means would enable them, acquired a practical knowledge of the subject before them, and during these three months made such progress as to leave no doubt on the most sceptical mind of their power to comprehend what they had been taught. Examinations were also held regularly on each Saturday, and these were generally conducted in the presence of medical gentlemen who on my invitation frequently took part in them.

" The result of these examinations evinced the utmost promise on the part of the pupils. In so short a time they were not expected to be expert osteologists, but it was satisfactory to observe that what they had learnt they understood. I think it right to mention this in order to meet an assertion which has been of-

ten advanced in regard to the minds of young natives, namely, that their ideas are rather limited to the learning of words, than the comprehension of things. This would no doubt be the case, did we not take the means to prevent it, for their natural precocity of mind is such as to render the acquisition of rote learning, to almost any extent, a matter of easy accomplishment. But it is scarcely necessary to say that to obviate such an evil we have but to watch and investigate their gradual progress, and ascertain by personal scrutiny that the results of the instruction given convey such kind of knowledge as is best calculated to ensure the development of ideas of practical utility.

"The College having closed during the holidays, re-opened on the 1st October 1835, when a more extended course of lectures on Anatomy was commenced which continued till the 31st March 1836. During this course the bones were again taught, the muscles, and arteries, nerves, viscera of the thorax and abdomen. Brain and organs of sense were separately considered. A considerable portion of physiology was likewise included in the lectures; some points of the latter as well as a few less important parts of anatomy were however omitted, because it was thought unnecessary to enter upon the minutiæ of the science at that time, the object being rather to dwell on and impress on the minds of the pupils the broad principles of the science, with the view of preparing the process for learning that which was yet before them. Bones, plates, and models, again formed the chief materials for illustrating this course, but occasionally portions of animals lately dead, and in a few instances, parts of the fresh viscera of the human subject were introduced for demonstration. The progress made by the students was, as usual, tested by weekly examination, and it was gratifying to observe the interest taken in these by the numerous professional gentlemen who attended.

"The advancement the students had made was fully proportionate to the more extended range of instruction given. The technicalities of anatomical science, chiefly derived from the Latin and Greek had been acquired with singular accuracy, and

could be used and repeated by almost all the pupils with fluency and correctness. The observance of Dugald Stewart's precept 'that it is in many cases a fortunate circumstance when the words we employ have lost their pedigree' will account for the precise etymology of these terms having formed no part of the system of instruction. All that has been taught of their origin is such explanation of their derivation as would suffice for a proper comprehension of their general applicability and adaptation to the parts which they are intended to represent. Thus were a student questioned on the meaning of such a term as sterno-cleido-mastoideus, there is scarcely one who would not readily explain that it signified a muscle whose origin and insertion was denoted by its name, as *Sterno* to the Sternum or chest bone; *cleido* to the clavicle or collar bone, and *mastoideus* to the mastoid, or nipple-like process of the temporal bone. The same means to prevent superficial learning were throughout this course rigorously adopted, but the system under which we were compelled to teach, afforded in itself the best security against its introduction, for we had not, and have not up to the present time, a single class-book in the Institution, and I believe it to be almost impossible to acquire by rote, that which is taught only by Lectures orally delivered in connection with objects under demonstration. The beneficial results of this plan of teaching are constantly rendered apparent during the periodical examinations, where the custom is now established of calling upon any of the pupils to demonstrate a bone, and requiring him to explain and point out its relative position, its connections, its various processes and foramina, with the parts attached to or passing through them, and their ultimate distribution. These are described with surprising accuracy by the more studious and intelligent students, who will moreover prove their knowledge of the subject by answering almost any question which may be put, out of the immediate train of the examination.

"The summer session from April to September having been occupied by lectures on chemistry and the practice of physic,

the second regular anatomical course did not commence till October 1836. The introductory Lecture to this course, delivered by myself, was made as public as possible, and was honored by the presence of the Right Honorable the Governor General and a large body of distinguished persons both native and European, whose visits on this, as upon all occasions, are of material service to the College, in marking to the pupils, and the native community the interest which the Government and the European public take in the prosperity of the College, and the importance they attach to it as a national Institution. Up to this period actual dissection which was destined to be the chief feature of this course, had not been practised by the class. If it had been desirable, no conveniences were in readiness for the purpose during the previous cold season, which is the only time such operations can be practised in this country. But under any circumstances, it would not have been advisable to put the dissecting knife into the hands of the students until they had acquired some familiarity with the nature and situation of the parts they were about to examine, nor until their moral training had been so ripened as to admit of the final, yet all important experiment being essayed, without risking the interests of the Institution. The attention they had paid to their late studies, however, had now placed them in a position to profit by this method of acquiring information so absolutely necessary to a medical student, and it was determined to seize the first favorable opportunity for introducing them to the practical study of anatomy.

"From the peculiar customs of the country in exposing their dead, the students were already familiar with the presence of the human body, and however strong might be their other feelings upon this subject, the superstitious fears of the dead which prevail in England did not exist here. For the most part also the students looked with contempt upon the ignorant prejudices of their countrymen, and it was most delightful to witness the spirit current amongst them, to raise themselves above the evils of their condition. I regarded this as an incontestible proof

that their professional studies were producing their proper effects, and in proportion as this spirit developed itself, my confidence as to the result of the experiment became strengthened. A large portion of the class had already witnessed with interest the examinations of bodies which had died in the hospitals they visited. Many of them moreover had been accustomed to handle and examine the portions of diseased structure which they met with on these occasions, and with very few exceptions anxiously awaited the arrival of the period, when they might display their zeal in the cause of science. But it was necessary to proceed with considerable caution, to take care that they were not too abruptly introduced to this new department of study, and that when entered upon, each step of the proceeding should be conducted under the most favorable circumstances. Dissection is seldom approached by the uninitiated even in Europe, without feelings of aversion, and it was much to be dreaded lest the first impressions upon these youths, who were peculiarly sensitive to every feeling of the kind, should operate to alarm or discourage them from the pursuit which constituted the vital part of the desired innovation. It was moreover necessary to conduct the dissections with due regard to secrecy, as the students were naturally enough exceedingly averse to being exposed to the gaze of intruders, particularly as such exposure might entail the penalty of excommunication to themselves and their families, and prove most disastrous to the welfare of the cause in which they had embarked. A rigid observance of these precautions, however, was all that was necessary to ensure success, for I had previously received unquestionable proofs of their intention to use the dissecting knife whenever called on to do so, and I have the gratification to say that on the 28th October, all doubt was removed. On that day, which may be regarded as an eventful era in the annals of the Medical College, four of the most intelligent and respectable pupils, at their own solicitation undertook the dissection of the human subject, and in the presence of all the Professors of the College and of fourteen of their brother pupils, demonstrated

with accuracy and nicety, several of the most interesting parts of the body; and thus was accomplished, through the admirable example of these four native youths, the greatest step in the progress towards true civilization which education has yet effected. At this first attempt, all their companions present assisted, and it was delightful to witness the emulation amongst them, in displaying their willingness to recognize the importance of, and adopt a mode of study hitherto contemplated with such horror by their fellow-countrymen; since this time dissections have been regularly practised by all the senior class with one solitary exception; and in point of knowledge derivable from this source, the majority of the students may be considered on a par with the pupils of the English schools of medicine, possessing the same, if not more abundant, opportunities for its acquisition, equal intelligence, zeal, and industry.

"It would appear but a just reward for the industry, and moral courage of the students who have thus more especially distinguished themselves, were their names brought to the notice of Government in the present report; but the same reason which induces them to conceal their anatomical labours, and the probable publicity of this document, forbids my making the disclosure.

"This course of Lectures is still in progress of delivery, and will not terminate till the 1st of April 1837. A public examination will then be held, when the munificent prizes given by Baboo Dwarkanath Tagore, and the gold and the silver medals given by Government will be contested for; I look forward with confident expectation that the results of these will prove alike creditable to the students, and to the Institution.

Theory and Practice of Physic.

"These lectures were delivered by Professor Goodeve and occupied from May to September, 1836.

"The object of the professor in this course was to instil into the minds of the students the groundwork of the science, and prepare them for the reception of practical information which

they were hereafter to receive when the hospitals should be thrown open to their observation, and when clinical instruction (which it was then too early to commence) should become available. The subject therefore was treated in a purely elementary manner, and directed to the theory and principles, rather than the practice of physic. These lectures, however afforded the pupils an insight into pathology, explained to them the nature and cause of disease in general, laid down the objects to be pursued in removing it, or palliating it, without however, entering at length into the details of therapeutics. At the same time the instruction thus given, served to disabuse them of many prejudices and foolish ideas which they had gathered from the deplorable ignorance of their countrymen upon all medical questions.

Hospital Attendance.

" The summer session of 1836 being now closed, and the pupils having acquired a considerable degree of proficiency in Anatomy and the broad principles of medical and surgical science, I thought that the most fitting season had arrived to introduce them to studies of a purely practical nature, and accordingly arrangements were made for their attendance at the Native Hospital, the General Hospital, the Eye Infirmary, and the Kolingah Dispensary; the first of these from its convenient distance from the College, became the favorite place of resort, and I am happy to say that they availed themselves fully of the benefits which that excellent Institution affords. The greater part of the class were exceedingly regular in their attendance, observing closely the cases, noting carefully their symptoms, and treatment, and receiving with great attention the remarks made to them upon the diseases they witnessed. Most of them were anxious and ready to assist in the various minor operations, and some of them performed them with confidence and dexterity. In this manner they gradually possessed themselves of a mass of very important information, and at the same time they accustomed themselves to the disagreeable

sights and impressions to be met with amongst the sick in hospital—sights which even to an experienced practitioner are frequently painful in the extreme, and to the young student sometimes the source of unconquerable repugnance. Their attendance at the Eye Infirmary, the General Hospital, and the Kolingah Dispensary, was less regular than at the Native Hospital owing to these institutions being situated at a much greater distance from the College than this. I must not, however, omit to mention that not only were these valuable sources of practical information open to the pupils, but that whenever they did avail themselves of them, their opportunities for enlarging their knowledge were greatly enhanced by the kind attention and encouragement they invariably received from the medical gentlemen in charge of the patients. I am under deep obligations on this head; to Drs. Nicolson, J. R. Martin, E. C. Egerton, E. W. W. Raleigh, D. Stewart, and R. H. Bain, not merely for the kindness here alluded to, but for their willingness to bestow it, my colleagues and myself trace their recognition of the usefulness of the cause in which we are engaged.

Practical Pharmacy.

"Since the opening of the present Session a class of sixteen students has been held three times a week for instruction in the above department, in connexion with the treatment of disease. This class has been formed to suit the peculiar circumstances of the native students, who are studying in a foreign language, and who have no means of acquiring a knowledge of practical Pharmacy unless by resorting to the General Hospital or the Government Dispensary, an arrangement which would incur the loss of much valuable time and be insufficient for the wants of the whole of the students.

"The instruction in this branch is conveyed in the following manner. The class is made to stand before the Professor, and each student in his turn is called upon to read aloud on the subject selected for the day's discourse. As he proceeds defects of

pronunciation are corrected, he is required to explain any technical phraseology which may occur in the passages he reads, and he is closely questioned on the general meaning of the whole; observations are introduced by the instructor, as occasion offers, and the opinions of the Pundit and Native teacher (both of whom are practitioners in high repute amongst their countrymen) are canvassed as to the prevalence, the nature, the cause, and the treatment of the disease under discussion. This is followed by comments on what has been read, with remarks on general and special treatment as applicable to Native and European practice, the students taking notes as these are delivered. The lecture then concludes by supposing a case, for which the pupils have to prescribe in the language and signs of the British Pharmacopeias. These prescriptions are examined, those which are deemed most applicable to the symptoms detailed are made up by the pupils, before they are dismissed. This class, which is under my own superintendence, has been of sensible benefit to the students as well as useful to myself. The subjects discussed comprehend the whole range of Therapeutics, hence opportunities are constantly afforded for enlarging the student's knowledge on matters of the highest importance, such as those which bear reference to the moral as well as medical treatment of disease, and the general laws of Hygeine. These could not be so advantageously, or so familiarly treated of, in stated public lectures. The class, too, from being limited as to numbers ensures equal instruction to the whole, at the same time the plan of combining private with public instruction enables me to form a correct judgment of the capacity and progress of each individual. These discourses will be continued throughout the year, and as the pupils become qualified, they will be deputed to treat the diseases of casual applicants, and appointed to take charge of patients in the clinical ward, which I hope to see attached to the institution.

" To complete the course of instruction, the lectures on Surgery still remain. My original intention was to have delivered these during the present Session, but owing to the pupil's time

being so fully occupied in the study of Practical Anatomy Materia Medica, Medicine and Pharmacy, I have, at the suggestion of my Colleagues, postponed the course till the summer session.

Chemistry and Materia Medica.

"The course of instruction in Chemistry was commenced in this Institution in January 1836, as Dr. O'Shaughnessy was anxious if possible to test the aptitude and inclination of the pupils for a science of the nature of which they had no previous idea. A series of introductory lectures was accordingly given in which several popular topics, such as the composition of air and water, the safety lamp, &c. were discussed, and at the same time several difficult and abstractedly scientific subjects, such as the history of chlorine, iodine and its compounds, the chemical changes which occur in the respiration of plants and animals, &c.

"Strict examination of the pupils was held at the close of these tentative lectures, and the result shewed, that while the popular department of chemistry was followed with delight, the more elaborate details were minutely studied, and thoroughly and readily understood; several of the young men moreover evinced a strong desire to become experimentalists themselves, and were known to purchase at (to them) enormous expence, various tests and articles of apparatus with which they repeated at their homes the experiments they witnessed in the lecture rooms; guided by these data Doctor O'Shaughnessy with my full concurrence decided on a plan of instruction calculated to enable the students to acquire the most minute information on every department in chemistry, practically valuable in medicine or in the useful arts. For details as to the subjects treated of in the second course of chemistry I may refer the Committee to the preface to the printed report on the examinations in general chemistry, at the conclusion of the course, and to that report I may further with confidence turn in proof of the minute and practical knowledge, the pupils have acquired on eve-

ry subject discussed in the Professor's course. But as well as the lectures in question another source of information was afforded to the pupils in compliance with the suggestions of Dr. O'Shaughnessy. I allude to the practical class in which twenty of the most distinguished pupils were instructed in the actual manipulation of apparatus, preparation of reagents, &c. being the repetition of the experiments performed in the Professor's Lectures. These lection of pupils for this class was made at a concourse, at which, I may observe, two members of the Committee, Sir E. Ryan and Mr. Cameron, were present. At the termination of the practical lessons in June the class was thoroughly conversant with the mode of taking specific gravities, the manufacture of gases, estimation of the strength of acids and alkalies, the analyses of saltpetre, alum, &c. and with the mode of preparation of many of the most useful mineral remedies.

"It is worthy of remark too that no servants were allowed to the class, the practical pupils themselves making the fires, cleaning the vessels employed, applying clay lutes, &c.

"The advantages of this practical class are so peculiarly important in this country that I fully concur with Dr. O'Shaughnessy in the anxious desire to extend its opportunities to all the pupils. But with the very scanty supply of apparatus at our disposal, it is scarcely possible even to continue the class to its present extent. The actual pecuniary outlay which the supply of apparatus would demand need not limit our efforts here. This supply we are prepared to shew may be obtained for a very trivial expenditure by an importation of the articles from Europe, nor do I mean to deny that numerous and useful articles may be made at a cheap rate by the native glass-blowers. But the chief obstacle consists in this, that the native workmen competent to make even the simplest apparatus are so few in number that the education of the present class will be completed before a sufficient stock of the most essential articles could be supplied by the native artizans.

"Not only in the practical class, but in the illustration of the

Lectures, is this evil severely felt; no complete apparatus having been provided for the establishment, the Professor is himself compelled to devote a considerable portion of time to the actual manual labour of glass-blowing, &c. which he could otherwise employ in the instruction of the pupils. The illustrations of each lecture necessitate the taking to pieces and re-adjustment of the apparatus used the preceding day, thereby adding greatly to the labours of the teacher, and subtracting from the benefit he could otherwise confer on his class. Dr. O'Shaughnessy is prepared to furnish an estimate and plan for the supply of all essential apparatus in the general as well as practical department. The expense will be found so small, especially when contrasted with the benefits to be derived from the supply, that I earnestly solicit the sanction of the Committee to the proposed expenditure. With respect to the course of instruction on materia medica, also conducted by Dr. O'Shaughnessy, it has not as yet proceeded to a sufficient length to call for any detailed notice. Dr. O'Shaughnessy introduced his course by twelve Lectures on the elements of botany, in which the structure and physiology of vegetables were generally discussed and the Linnæan natural systems of Botany explained. This study seems replete with charms to the native students; Dr. O'Shaughnessy makes occasional demonstrative excursions with a portion of the class to the Botanical Garden, and Dr. Wallich, I am happy to say, has in the most friendly and liberal spirit volunteered his invaluable services in the assistance of our Institution, and promised to commence a series of Medico-Botanical demonstrations at the College in February next which will doubtless prove of the utmost value to the students. The admirable effects of the system of concourse in all the medical institutions of France, and where it has been adopted in England, the satisfactory results that have been produced by it, have induced me throughout to adopt it as one of the leading principles of the College, no promotion or reward can be obtained but by a fairly contested examination, where all have an equal chance of succeeding, and wherein the most industrious

and deserving are certain of success. Besides the advantages of strict impartiality which this proceeding ensures, the strong excitements to exertion which it produces amongst the students, and the conviction that they will undoubtedly reap the rewards of their industry, tends materially to encourage them to labour with ardor and perseverance. Upon this principle, during the last course of chemical lectures, the formation of the practical manipulation class was effected through the medium of an examination at which the most efficient pupils were chosen from amongst the rest, and no cause for dissatisfaction remained to the less worthy. At this examination each pupil was questioned separately, and the value of his answer written down in numerals of 1, 2, 3, &c. so that at the termination those whose sum total was highest were selected.

" The most interesting proceeding of this nature however, was the examination in chemistry held in September last, for the purpose of awarding the prizes so munificently given by Dwarkanath Tagore, a detailed account of which will be found in the report of that examination in the Appendix. Nothing could be more impartial than the mode in which these contests were conducted; it was impossible to have chosen a more complete test of the pupil's knowledge upon the subject, while the result, so interesting to all, displayed the complete success which had attended Dr. O'Shaughnessy's labours. I have no hesitation in saying that no chemical class in the world could have surpassed, and few would have equalled the brilliant replies of these youths upon this occasion, but I allow the report to speak for itself. During the continuance of each course of lectures it has been customary to examine the pupils every Saturday upon the subjects treated of during the week, and this plan has been found extremely beneficial, as well to ascertain the progress made by the students as to recall to their memories the objects of their previous studies. Besides these weekly examinations, a series of examinations was held at the termination of the first course of anatomical lectures, in which each student was separately questioned, and the value of their answers recorded for future refer-

ence in a book kept for the purpose. These examinations have been attended at various times by a large number of European and Native gentlemen, and amongst many distinguished individuals, by the Right Honorable the Governor General, Sir Ed. Ryan, and the Bishop of Calcutta: all who have been present have expressed their warm approbation of the pupil's conduct.

STUDENTS.

"I proceed in the next place to detail briefly the mode in which the original class was elected, adding a few remarks on the general attainments and present condition of the students. In pursuance of the Regulations of the College, as defined in the Government Order of January 28, 1835, a preliminary examination was held on the 1st May, at the residence of J. C. C. Sutherland, Esq. Secretary to the Committee of Public Instruction, for the purpose of selecting the students on the foundation.

"On this occasion about a hundred candidates presented themselves; the majority being Hindu youths of various denominations. The greater part of these lads had received their education at Mr. Hare's school, the Hindu College, and the Scotch Assembly School; the remainder had been instructed at the minor academical Institutions in the city.

"The examination was conducted chiefly by Mr. Sutherland, and the acquirements of the candidates were severally tested in the elementary branches of English knowledge, in Arithmetic, and in Bengalee.

"Their qualifications, as might be expected, were found to be very unequal; many were rejected as altogether out of the sphere of eligibility, either from age or incapacity, others who were not considered sufficiently advanced were promised a second trial on some future occasion, and twenty-five were selected as stipendiary students. It would be seen that the election on this examination was limited to a moiety of the authorized number, an arrangement it was deemed advisable to make, in order to fix the qualifying standard as high as possible, and as here was yet a full month before the college instruction would commence,

it was thought that other candidates of more advanced attainments might present themselves.

" It is sufficient to state that this expectation was realized, and that shortly after the opening of the college on the 1st of June, forty-nine stipendiary students, had been enlisted. An account of the age, caste and education of these may be seen on referring to the paper No. 2, in the Appendix. The acquirements of the selected youths were exceedingly respectable. They could all speak and read English with ease and fluency, and could write from dictation with tolerable rapidity and correctness. Their knowledge of grammar was conspicuous as was evinced by their readiness in parsing sentences placed before them. In Arithmetic they were less equal. Those who had been educated at the Hindu College, from the superior advantages afforded by that Institution, had attained a higher degree of proficiency than the rest. But all of them had passed through and understood the Arithmetical gradations as far as fractions and decimals. In Bengalee their acquirements (as remarked by Mr. Sutherland and the Pundit Moodusoodan) were, with two or three exceptions, slender. They could read and translate, but to do either seemed rather a business of labour than ease. On the whole, however, their knowledge of Bengalee was not considered to be below the standard usually attained by native youths, studying in the English language.

" From the above remarks it will be observed that these young men, though tolerably far advanced had not reached the maximum of knowledge which their school education was capable of imparting. In order therefore, that they might still continue, to a certain extent, their general studies, an arrangement was entered into between Mr. Hare and myself, by which the pupils were enabled for a few months longer to continue their attendance at their school classes without interfering with their medical studies. This combination of general with special instruction had its advantages. It not only increased their positive knowledge, but it enabled me to ascertain whether their having embraced the study of medicine, was likely to produce any un-

favorable impression on the minds of their former schoolmates. The greater portion of the students entered the college with the free consent of their parents and guardians, without, however, any express condition being given or required for their continuance at the institution for a specified period. The students, with the exception of one Christian, were all of the Hindu persuasion and of various castes, as may be seen in the Appendix No. 2, belonging chiefly to the middle classes of native Society, though the parents of some few, as I have since ascertained, were bordering on poverty. Mahommedan youths have at various times applied for admission, but I regret to say, their meagre elementary acquirements have constrained me to reject them. There are however several who are now studying for the purpose of gaining admission, and in course of a few months may be expected to be qualified. It is worthy of mention that amongst these is a Delhi lad who has been."

Dr. Bramley rendered another important service to the cause of medical science in India by preparing a medical dictionary for the use of native students. A book of reference of this kind was essential for the aid of learners, whether at their homes or at college, and the existing dictionaries, besides containing much unnecessary and unsuitable matter, were so expensive as to be quite beyond the reach of the generality of native students.

The new organisation which was given to the college on the death of Dr. Bramley is detailed in the letter which was addressed to us by the orders of your Lordship in Council on the 15th February last, which, with a view to render this sketch as complete as possible, we will insert in this place.

To the General Committee of Public Instruction.

HON'BLE SIRS AND GENTLEMEN,

The lamented decease of Mr. Assistant Surgeon Bramley, Principal of the Medical College established at Calcutta for the instruction of native youths in medicine and surgery, having brought the affairs of that Institution under the consideration of the Governor General in Council, I am directed to inform you

that his Lordship in Council has resolved to apply the salary assigned to the late Principal in providing additional lecturers and establishments in branches of instruction not comprehended in the original scheme.

2nd. Continuing Drs. Goodeve and O'Shaughnessy on their present allowances with the same condition attached for the present, viz. that they shall not seek private practice, the former officer will undertake the departments of medicine and anatomy, and the latter will continue to give instruction in chemistry and the materia medica. His Lordship in Council has appointed Dr. C. C. Egerton to be professor of surgery and clinical surgery, on a salary of 400 Rs. out of the funds of the college in addition to that assigned to him for superintending the Ophthalmic institution. Mr. Egerton will resign the medical charge of the Orphan School now held by him. Dr. T. Chapman recently appointed Assistant Surgeon in the General Hospital will give lectures on clinical medicine, drawing a salary of 200 Rs. per month from the college. Until he joins his appointment in the General Hospital, the duty will be performed and the salary drawn by Dr. McCosh his locum tenens. The Governor General in Council has further appointed Dr. Wallich lecturer on Botany in the Medical College, and he will receive from the funds of the college an allowance of 50 Rs. per mensem to cover the expense of a boat. Mr. R. O'Shaughnessy has been appointed demonstrator to the dissecting room (an officer understood to be much wanted in the college) and to give assistance to the chemical lecturer, on a salary of 150 Rs. per mensem; lastly Mr. D. Hare has been nominated Secretary of the Medical College with a salary of 400 Rs. to cover (with the aid of such establishment of clerks, &c. as was allowed to Dr. Bramley) all charges of accounts and correspondence, and the general business of the college.

The several professors above named will form a council for the management of the general affairs of the college to which Mr. Hare will be Secretary. The senior in the Medical Service present will preside at the meetings of the College Council, but

its decisions, with all other matters connected with the institution, will continue as heretofore to be under the direction of your Committee.

I have the honor to be, Honorable Sirs and Gentlemen,

Your most Obedient Servant,

(Signed) H. T. PRINSEP.

Council Chamber,
the 1st February, 1837.

We have no doubt that the able and intelligent officers to whom the management of the Institution has now been entrusted, two of whom, Drs. O'Shaughnessy and Goodeve, were for a long period, the valued associates of Dr. Bramley, co-operating with him with eminent zeal and merit, will cordially and successfully follow out the design with which it was founded; and we were much gratified to find that Mr. Hare, whose valuable services had hitherto been given gratuitously, and whom in our last report we had the honor of recommending for some public acknowledgment, was to be connected with the college in an important official capacity.

The College Council has, as your Lordship in Council is aware, proposed that the projected Fever Hospital should be united with the Medical College, by which means a highly efficient amount of medical attendance would be ensured to the patients, at the same time that every requisite facility would be afforded for the instruction of the students. As the communication of the College Council on this subject is a document of general interest we have inserted it in the Appendix No. 8.

A museum and library have been attached to the College, the present contents of which will be seen from the Appendix No. 9. Contributions to either by individuals or public bodies in any part of the world who wish to aid the progress of European medical science in India, would facilitate the studies of the pupils, and afford them encouraging proofs that this great experiment is regarded with general interest.

HINDU COLLEGE.

The following detailed report by the visitor Mr. Sutherland will be found to contain full information on the present state of this fine institution.

1. The examinations of the pupils of the two schools of the Hindu College for 1836 began on the 2nd December, and in pursuance of the arrangements sanctioned by you the duties were shared amongst the gentlemen who will be noticed, and who liberally gave the institution the benefit of their time and talents on the occasion.

SENIOR SCHOOL.

FIRST CLASS CONSISTING OF 21 PUPILS.

2. Literature and Composition. Your President, who charged himself with the labor of examining this class on these subjects, makes the following Report which will be read with interest.

"I have to report to the committee that I examined the first class of the students of the Hindu College, and that I was on the whole exceedingly gratified by the manner in which they acquitted themselves.

"I tried them in a very simple passage of Swift, and in another, much more complicated and artificial, from Cowley's dialogue on Oliver Cromwell; I gave them also a passage which none of them had ever read from Shakespear's King John.

"After they had been examined I again called up two or three of the most advanced and gave them passages of considerable difficulty from Lord Bacon's Essays. They all read with ease, and most of them with great intelligence. I asked them numerous questions about the writers in whose works I examined them, and about the subjects which those writers had treated. If I found them well informed, I prosecuted the examination further, and attempted to get to the bottom of what they knew of western literature and history.

"The ablest and best informed amongst them is certainly Rajkishen Dey. Next I should be inclined to place four

students between whom I saw no reason for making any great distinction, Issan Chunder Dutt, Oma Churn Mittre, Tariny Churn Banerjee and Takoordoss Mullick. The young lad Rajnarain Dutt, appeared to be well read in English Poetry, and answered questions about Shakespear and Pope better than any of the others, but seemed to have paid little attention to other subjects. Indeed I should be inclined to say that a disproportionate degree of attention has been bestowed on this branch of study by almost all the students. They all had by heart the names of all the dramatists of the time of Elizabeth and James the first, dramatists of whose works they in all probability will never see a copy; Marlow, Ford, Massinger, Decker, and so on. But few of them knew that James the second was deposed. I have no doubt that Captain Richardson, who seems most zealous and assiduous in the discharge of his duty, will direct their attention hereafter to the graver as well as to the lighter parts of English literature.

"I gave them a subject for an Essay, the comparative advantages of the study of poetry and the study of history. I send round their performances with this report. I think Rajkissan Dey's Essay decidedly the best. Next I should put that of Tariny Churn Banerjee."

3. I have duly communicated to Captain Richardson the above, and doubt not he will avail himself of the judicious suggestions which it contains.

4. Mathematics. The Rev. Principal Mill kindly prepared a scheme of questions for testing the proficiency of the senior classes in their Mathematical studies, but unfortunately some subordinates of the College Press purloined and communicated it to some of the pupils. The discovery of this trick rendered the substitution of other questions necessary. The first, second and third classes were therefore tried by the annexed scheme of eleven questions in which only two questions contained in Rev. Principal's scheme are retained.

5. I consider that the questions put constitute a severe test, and that the correct solution by several of the pupils of some of

the questions testifies the care and attention bestowed by their instructors Mr. Rees and Mr. Middleton. The most proficient of the first class are Radamadub Dey, Radamohan Bose, Neelchand Ghosal.

6. It appears however to me that a taste for the exact sciences is not prevalent in the school. Indeed many of the youths avow their dislike to such dry pursuits, and are encouraged in their neglect by their fathers, who can discover no utility in mathematical attainments. Under circumstances so unfavorable, the standard of general proficiency might be expected to be less than it really is. I have brought forward this subject before the native managers who are prepared to enforce the penalty of expulsion against particular students who may wilfully neglect any part of the prescribed course of the College.

7. History. The examination of the Senior Class in this was obligingly undertaken by Mr. Mangles who tried them by the test of questions which are annexed.

8. Mr. Mangles considers that Rajkishen Dey already noticed with distinction has passed the most creditable examination, and he estimates his merit as double that of Issan Chander Dutt, the next in proficiency. Mr. Mangles writes that Rajkishen Dey appears to be a youth of very superior ability.

HISTORICAL EXAMINATION.

FIRST CLASS HINDU COLLEGE.

ORDER OF MERIT.

1st.	Rajkishen Dey, ...	6
2nd.	Issan Chander Dutt, ...	3
3rd.	Ooma Churn Mittre, ...	2

"The remainder Sreenauth Sickdar, Takoorlal Mullick, Neel Chander Ghosal, Rajnarain Dutt, Nursing Chunder Dutt, Rada Mohan Bose, Obhoy Churn Bose, Rada Madab Dey, Tariny Churn Banerjee, Sreenauth Sickdar, Radanath Sen, Doorgadoss Ghose and Oomesh Chunder Bose I can only class by giving one mark to each of them.

"Rajkishen Dey is very superior to his class-fellows. The

next best of them does not come near him, as the marks given will evince. But his answers are not only good by comparison; they have much positive excellence, and if he had given full and correct answers to the 10th and 12th questions (relating to points of Grecian and Roman History respectively) I should have considered him to merit very high distinction.

"I do not know why the class is so much behind him, nor why with two other exceptions, they are so much upon a level, and that by no means a high one. I should hope that it will be found practicable to stimulate the first class to greater and more successful exertion in this important branch of their studies.

"In justice to Captain Richardson I must add that misunderstanding Mr. Sutherland who told me that the youths had read in Hume the histories of Henry VIII. and Charles I. I thought that they were also acquainted with the intermediate reigns. This was not the case, as Captain Richardson subsequently explained to me."

Second Class consisting of 29 Boys.

9. We are indebted to Mr. Shakespear for the valuable aid afforded by him in examining the pupils of this class in Literature, Composition and History. Mr. Shakespear reports:

"I held the examination on the 15th and 16th of December; of 29 students 5 were absent, viz.

Rajendar Narain Deb,
Ram Coomar Ghose,
Russick Lall Dey,
Sreenath Roy,
Chunder Coomar Mittre.

"The Examination consisted of reading and explaining a passage in Hamlet of 27 lines, answering orally several questions of grammar, and writing answers to 16 questions taken from Dr. Robertson's Ancient India and from Hume's History of Henry VIII. in which the students had been reading: including a few general questions of chronology.

1 "Gooru Churn Dutt,
2 Gopal Kishen Dutt,
3 Greesh Chunder Bose,
4 Kylash Nauth Bose,
} are the four best Scholars of the class, and I have placed them according to what I conceive to be their relative merits."

10. Mr. Shakespear after classifying the next 17 pupils mentions three as very deficient and thus concludes.

"Jagat Chunder Deb,
Muthoor Mohan Mittre,
Radhanath Pyne,
} passed such bad examinations that I cannot place them, and as before mentioned, I think it will be of service to them, as well as a proper mark of disapprobation, that they should be put in the 3rd Class.

"I have little further to remark. Captain Richardson's method of teaching and expounding is admirable. If I were inclined to find fault, I should say the boys are allowed to guess too much in answer to the questions put to them, and that to a certain extent the common plan of taking places should be allowed as a stimulus to attention."

11. I have communicated the above to Captain Richardson, and on the subject of degradation would explain that as a general system, it would not be always practicable; because the subjects of study are many, and in all cases it would be equivalent to expulsion: of the pupils mentioned by Mr. Shakespear, two have been attentive to their mathematical studies and evinced creditable proficiency.

Third Class consisting of 34 Boys.

12. Mr. Trevelyan obligingly charged himself with the examination of this class in Literature, Composition and History, and I subjoin his report on the subject.

"I first examined viva voce in Pope's Homer's Iliad. For this purpose I chose an average passage from a part which had not been read, but I soon saw that it was not difficult enough to furnish a test of comparative merit. All except eleven, both read the passage perfectly well, and answered every question connected with it. On this I set on those students who had

passed the first test, in the well known passage on the Queen of France in Burke's reflections on the French Revolution, and it was surprising how well many of them read it, and how fully they comprehended the difficult metaphors contained in it. The young man to whom I have awarded the first place, explained promptly and accurately the expressions 'surely never lighted on this orb, which she hardly seemed to touch, a more delightful vision,' 'decorating and cheering the elevated sphere she just began to move in,' 'enthusiastic, distant, respectful love,' 'cavaliers,' 'chivalry,' 'sophisters œconomists, and calculators.' The only thing which he did not know, was what 'the sharp antidote against disgrace concealed in that bosom' meant. He knew what an antidote was; and he understood that an antidote against disgrace was something calculated to prevent disgrace. But what particular means of preventing disgrace were alluded to he could not guess, nor indeed was it to be expected that he should do so. It was wonderful that he was master of the difficulties of the passage to the extent to which he was.

"I think that the students ought to be classed in this branch of their studies in the following order :

Doorga Churn Banerjee.

Gopal Kisto Ghose.

Sham Churn Deb, &c. &c.

"Several of those who rank low in this list appeared to possess a knowledge of the English language superior to others who are placed above them; but as they had only lately joined the class, they were deficient in general information connected with the subject of their studies.

"The next subject of examination was Goldsmith's History of England to the reign of Richard the first. They were examined by written questions and answers. Doorgachurn Banerjee, maintained a decided superiority in this as well as in literature, but I had some difficulty in assigning the places of the remaining students. Although the questions were the most difficult which the substance of what they had read in School would justify, yet they were in almost every instance completely

answered: and it therefore became necessary to determine the relative rank of the students according to the degree of general knowledge which their answers evinced. The following is the order in which I have classed them:

Durga Churn Banerjee.

Gopal Kishen Ghose.

Kalikisto Mittre, &c. &c.

"On my expressing my satisfaction at the manner in which the young men acquitted themselves in the oral examination, I was requested to give them a subject for an Essay, and I accordingly gave them as a subject; 'What kind of study is most improving to the mind.' The Essays delivered in were extremely creditable, considering that they were the performances of the boys of the third class. That by Ram Naraih Moteelal deserves, I think, to be placed first, as it shews a greater extent of thought than any of the others, though somewhat deficient in regard to literary composition, and next to him I have placed Durgachurn and Hurryhur Banerjee. The rest were generally so nearly equal in merit that I have not considered it necessary to class them.

"The state of this class does very great credit to Mr. Middleton under whose tuition they have last been. It contains many youths who will fully sustain, if they do not greatly increase, the reputation of the College, and who have already made such proficiency that the means of instruction provided for them, however superior they may be, could not be better bestowed.

"In conclusion I must notice what I conceive to have been the cause of the rapid improvement of this class far beyond what could have been expected from their standing in the College. I attribute it mainly to the use which the young men have made of the Library attached to the College. It was obvious to me that boys who could so completely master a difficult passage from Burke must have extended their reading beyond Goldsmith's History of England and Pope's Homer, but the answers to the Historical questions put the point beyond all doubt. These

contained many facts and observations which are not to be found in Goldsmith's Abridgement, and it became evident that many of the Students had made themselves well acquainted with Hume out of school hours. In my opinion the superiority of the Hindu College over our other Seminaries is owing in a very essential degree to the good library attached to it, and I think nothing so well calculated to improve the youth under our care as to encourage in them a taste for general reading. Without this their acquirements must be limited to what is learned in School, and those who are furthest and those who are least advanced must be nearly on a par. I hope that good libraries will soon be attached to all our institutions. Dry school lessons seldom excite a desire for learning more, or in other words they seldom excite a taste for reading ; and even supposing such a taste to exist, it is difficult to see how native boys at stations in the interior are to gratify it unless libraries are provided for them."

FOURTH AND FIFTH CLASS CONSISTING OF 37 AND 36 BOYS.

13. Captain Birch has favored us with the following full and satisfactory report on the result of his examination of these classes in Literature and History.

" In fulfilment of the task allotted to me in the examinations of this year, I examined the 4th and 5th classes of the Senior Division of the Hindu College in English, and in as much of Goldsmith's Histories of Greece and Rome as the Classes had severally perused.

" To enable me the better to appreciate the relative merits of the two classes, I began with the 5th or junior on the 23rd December. This class consists of 35 boys of whom 29 attended this examination. I made them read, explain and parse a piece which they had read in class in the Poetical Reader No. 3, and at the close of the day I selected twelve boys as superior to the rest to undergo a second trial. On the 24th of December, the twelve I had selected were examined by me in another passage, which had also been read in class in the same volume, and this effort having evinced the superiority of four out of

twelve, I proceeded on the same day to examine these in the Prose Reader No. 7. The result of the whole examination was that Nobin Chunder Mookerjee and Joygopal Sen are the two best boys in the class and nearly equal. Joygopal is the better reader, but I think Nobin Chunder best understands the meaning of what he reads, and I have therefore awarded him the first place. The two boys next on the list were of the four selected for the final trial. Bholanauth is a very intelligent boy, and Sosee Chunder Dutt promises to excel; his fault is a too great readiness to answer without sufficient consideration, but he is a clever boy. I was much pleased with Kallykishen Mittre next on the list, and indeed with the seven boys who follow him who were all among the twelve selected for further trial after the first day's examination. Of the remaining boys I need not particularize any. Their standing on the list will shew their relative merit in my estimation. But the last boy Rajnarain Doss is not fit for this class. It will be observed that he took a very good place in the examination in History, so that he is naturally not deficient; but he is at very great disadvantage while placed in this class into which I believe his age brought him though his acquirements were acknowledged to be inferior.

"In conducting this examination I pursued the method usually adopted at the Hindu College of examining each boy separately, and asking the same or almost the same questions of each successively, exercising my discretion however in putting more difficult or more easy interrogations according to the apparent intelligence or dullness of particular boys.

"On the 26th of December I took the fourth class in English, selecting for examination part of the 3rd Book of Pope's Homer's Odyssey which had been read in class. This class consists of 37 boys of whom 30 attended this examination. The whole day was devoted to the trial and I set apart 6 boys for a second competition. On the 27th of December these 6 boys were examined by me in prose. As their reading was nearly equally good, I made them all read together in a class, and Doyal Chunder Roy, Saradaprosad Ghose and Bonnomally

Dutt appeared the best readers on the whole. I then selected a passage which they had read in School in the Prose Reader No. 7 and examined the six boys separately in it. The result induced me to give the first place to Doyal Chunder Roy and Saradaprosad Ghose who are equal. Their performance was very creditable to them, and though I have purposely placed the name of Doyal Chunder Roy above that of Saradaprosad Ghose in the bracket which marks their equality in English, I think the examination in History shews Saradaprosad to be on the whole decidedly the best in the class. I was much pleased with the four next boys also. Dwarkanath Seal labors under a slight natural defect of delivery which impedes his reading, and makes him appear slower than some of the others, but he deserves the place I have assigned him. He and Bonomally Dutt followed very closely on the heels of the first two boys, and the latter bid fair at one time to take the first place in the class. My marginal remarks in the list will show my estimation of the rest of the class. From Russick lall Dutt inclusive downwards, I do not think the boys of this class at all equal to the first six or seven boys of the 5th Class.

" On the 27th of December, I took the two classes one after the other in history. The 4th class had read in Goldsmith's Rome as far as the close of the first Punic War. There were only 26 boys of the class present at this examination; and I took them by six at a time and eight at last, putting to them consecutively questions which I had written out, so that when answers did not fail, each boy would have replied to four questions at least in promiscuous parts of the history. The boys as far down as Kishen Chunder Banerjee answered four questions each with more or less readiness, in addition to which the first two boys answered questions in which others had failed, and seemed perfectly acquainted with what they had read; and the four next boys were nearly equally ready and well informed. From Radhabullub Pyne downward the boys were little acquainted with the history, and from the last three boys I got no answer to any question.

" The 5th class had read in Goldsmith's History of Greece to the end of the Peloponnesian War. There were only 28 boys present, and I pursued the same method of examination with them as with the other class, boys of different acquirements being promiscuously brought together six at a time. I found as in the fourth class that my number of written questions sufficed to allow of four at least being answered by each well informed boy. Down to Brijo Gopaul Addy inclusive, I obtained four answers with various degrees of quickness and accuracy of expression. The boy first on the list appeared remarkably intelligent and precise, and I believe he and the five whose names follow could have answered all the questions I had written. The boy last in the list wholly failed and the two just above him were nearly as ignorant.

" On the whole examination of the two classes, I have to remark that I was much pleased with their general aptitude and evident capability. I think however that the 5th class is pushed forward too rapidly in English, and the same remark applies to the fourth class, with exception of the first few boys. The numbers of the Reader both poetry and prose in which the fifth class is taught, though in themselves very good selections, contain pieces of very different degrees of difficulty to boys to whom the language is foreign, and very many of the ideas and allusions are quite as strange to them as the words in which they are conveyed. I must do the fifth class the justice to say that the lessons I chose for examination were difficult, and that many of my questions were purposely such as should tax the capabilities of the boys, and exercise their powers of reflection, and but for my having been informed that they had read regularly and further on in the book, and my desire to make their efforts such as should decidedly point out the best informed among them, I should probably have chosen some more easy pieces. In my opinion it were well that the fifth class should be kept for some time to come in narrative reading, in easy historical or biographical works, and more familar poetical selections; that they should practise writing in English, and that

they should be much better grounded than they are in the meaning of words, and the idiom of the language before they resume their studies in didactic or miscellaneous reading.

"I believe these classes are wholly unpractised in writing English, otherwise I should have examined them in writing from dictation. But I think it will be obvious that to carry boys who express themselves in English with difficulty (and this with some exceptions was the case in both the classes, but particularly observable in the fifth class) through pieces of reading such, as I selected for the examination, cannot be very profitable to the students themselves, while it certainly places at considerable disadvantage the master who has to instruct them.

"Another point which struck me forcibly was the great inequality among boys in the same class; a circumstance which must necessarily cause embarrassment to all parties and greatly obstruct the efforts of the teacher. The more clever and well informed boys must either be retarded in order that their inferiors may attempt to keep pace with them, or the latter must be superficially taught in order to make a general appearance of progress in the class. Perhaps the truth is that both these effects are in their degree produced nearly at the same time, and if in ordinary classes the result would be injurious, as it undoubtedly would, the general evil consequences must be comparatively very considerable when classes extend as these do, to the number of 35 and 37 boys in each. I should be glad to see some modification of these classes introduced, if that be conveniently practicable, and I recommend that promotion from one class into another be very carefully regulated.

"I was pleased with the reading and pronunciation of both the classes speaking generally: pains have evidently been taken with them in these points, and they promise to excel by the continuance of the same efforts.

"This is the first time that I have examined any of the boys at the Hindu College, and I have therefore no means of comparing their present attainments with their previous pro-

gress. I endeavored on this occasion to do them justice by an attentive and prolonged examination, and I have great pleasure in reporting that, on the whole, I was much gratified with the performance of these classes."

14. The inequality of the pupils of the different classes has on former occasions been noticed by myself, and is not as remediable as in schools in Europe, where it obtains though in a less degree. In this country the boys have great influence over the minds of their fathers who do not co-operate in supporting the discipline of the college, and would resent the continued supercession of their sons. The dull and backward of the fourth and fifth classes may this year be deprived of promotion, but the next year they must be sent up (though probably still deficient) or removed. I have already stated that the plan of enforcing expulsion against the very recusant is in agitation.

15. The Mathematical examinations of the fourth and fifth classes were taken by myself. Their reading is quite elementary, but the number of pupils of the fourth class who appeared well grounded in what they had learnt indicated the care of Mr. Sinclair their instructor for part of the year. I was less pleased with the fifth, and in both found many who avowed want of taste for science, and as usual had parental sanction for its inutility.

16. Mr. Curnin very obligingly undertook the examination of the three first classes in Natural Philosophy, and his report with a scheme of thirty-six questions is annexed. The questions seem very judicious, but are too numerous for the purpose of an examination. It will be observed that he was satisfied with the result in regard to some of the students, but notices the deficiency of others. His observation confirms my remark as to the neglect of the exact sciences by many of the pupils.

17. The duties of the examination of the pupils of the junior school on the few subjects of their studies, and of those of the senior school in Bengalee, Arithmetic, and Geography, were shared by myself, Mr. D. Hare, and Baboo Russomoy Dutt. The aid of the latter was most valuable in the Bengalee De-

partment. The result of my own observation and those of my coadjutors enables me to report favorably on the attainments of the pupils and attention of the masters.

18. The total number of pupils* in both schools was at the close of last year 469† and will I think increase. With the exception of 60 foundation scholars, the institution receives payment for the education of the rest. Your committee pay for 17 Nominees of Donors, and the school society contribute for 30 pupils whom it presents. There are therefore 392 pupils for whose education the parents provide.

19. I am of opinion that the *Hindu* College has never enjoyed greater popularity than at present. The additional rooms of the College sanctioned by you are nearly finished, and will relieve the crowded state of the school-rooms, particularly of the junior school; and as the school is in the best repute, the managers will consult its best interests in removing those whose bad example is likely to affect others.

20. As the managers intend, I believe, to address you on the subject of legal instruction for which no provision exists, I forbear dwelling on this deficiency which it is more easy to notice than supply. It has been said that we are on the eve of a legal metamorphose and that it is hardly expedient to initiate the youths in old systems so soon to be displaced. But academic Lectures on law ought not, I think, to aim at the production of the expert combatant capable at once of entering the legal lists. Their end is rather to impart abstract principles and inculcate the Philosophy of law in general. I shall hope therefore that the revival or rather the introduction of legal instruction may not be made to depend on the event alluded to. A scheme for the distribution of prizes to deserving pupils is in preparation and will be prepared with reference to the rules you have adopted. An early day should be fixed for the yearly exhibition.

* Upper School, 176. Lower School, 293.

† At the end of 1835 there were only 407.

The Hindu College building has undergone a thorough repair since our last Report, and very extensive improvements have been made in it. The spaces between the main building and the wings have been filled up with additional school-rooms. The main building has been paved with stone, and lodges have been erected at the College gates. The premises lately occupied by the medical College which adjoin the Hindu College, have also been hired for the purpose of affording a residence for the Head master and a place of refreshment for the Professors and other teachers. The expense of these improvements fell upon the General fund, except 62 sicca rupees a month which is contributed by the native managers of the college towards the payment of the rent of the above mentioned house.

The letter from the native managers which will be found in the Appendix No. 10, contains an interesting account of the financial state of the institution. The monthly collections from the pupils amount to upwards of 1,300 rupees, and as the College Committee have placed the realization of the bills under the immediate control of a Sub-Committee of two of their number, and have allowed a commission to the collecting sirkars, they hope that more than this will be realized hereafter. All that is not derived from this source and from the interest of the small capital belonging to the College, is furnished by our Committee.

MUHAMMADAN COLLEGE.

ORIENTAL DEPARTMENT.

In March, 1836, there were 62 paid and about 65 unpaid students, or 127 in all, in this department of the College.

On the 31st December, 1836, there were 53 paid and 38 unpaid students or 91 in all.

On the 1st March 1837, there were 42 paid and 72 unpaid or 114 in all.

The following are the reports of the gentlemen who kindly undertook to conduct the annual examination.

Muhammadan Law.

Mr. W. H. Macnaghten.

"The number of candidates was 33 of whom four were out-students.

"The mode of examination was similar to that adopted on former occasions; each candidate having been called up and in the presence of myself and the Professors having been required to expound different passages of the Hidaya, treating of Acknowledgments, Deposits, Pawns, Hire, Copartnership in the profits of stock and labour, partition, preemption, compacts of cultivation and wills.

"After the oral examination, each candidate was required to give a legal opinion without previous preparation and without reference to books with respect to various questions propounded to him. The topics selected for this exercise were connected with the law of endowments, hire, bail, wills, punishments, claims, cultivation of waste lands and duties of the Kazee.

"On the conclusion of the oral examination, written exercises were given to each candidate involving questions of sale, preemption, wills, inheritance and punishments.

"The Hidaya is a treatise which may be said to comprise the whole Moosulman law. Its difficulty is so great that he who can master it will find all the Arabic Law Books comparatively easy, and with very few exceptions the candidates who appeared before me, were able to read and expound that work with perfect facility.

"The parts of the examination which the candidates generally failed in the performance of, were in delivering replies to the written questions, and to those orally propounded. This failure I attribute entirely to want of practice, and I would venture to suggest that the professors should in future be desired to accustom the students to written exercises, and occasionally to require them to state from memory their opinion on any points of law that may be referred to them. It is particularly desirable that the law officer of a court of Justice should be

competent to advise the judge on any question that may arise in the coure of a suit without being compelled to retire from court in every instance to consult his books.

" Having weighed the merits of each of the candidates who appeared before me at this examination as attentively as was in my power, I would class them as follows, and would beg to recommend that certificates should be awarded to the four individuals named in the 1st class, and that such rewards as it may have been customary to assign to great proficiency may be conferred on the nine individuals named in the second class.

First Class.

Mohammad Moortaza.
Syed Farzundi Hosain.
Mohioodeen.
Fuzlullah.

Second Class.

Assud Ali.
Fuzli Ahmad, &c. &c.

"In conclusion I beg to state that I was much pleased both with the professors and the students. The former seemed to possess remarkable acumen and extensive legal knowledge, and the latter manifested an eagerness for distinction which furnishes ample proof of the great value they attach to this branch of their studies. Upon the whole the result of this examination enables me to offer an opinion with much confidence that the Madrussa still maintains its high character, and continues to fulfil the objects of its original foundation, namely, the diffusion of a knowledge of that system of jurisprudence which governs the concerns civil and religious of the entire Moosulman community."

Mathematics.

Principal Mill.

" In Euclid, I tried the proficiency of the students by geometrical problems or deductions. That which I prepared for the 6th book requiring also the adaptation of arithmetical calcula-

tion to the consideration of several series of similar triangles, and therefore not soluble without some considerable skill in the management of vulgar fractions, as well as knowledge of the geometrical elements. No answers were brought to me at the time; but several solutions were brought afterwards, in which, both from the complete novelty of the problems, and the manner in which they were worked, it was evident that the ingenuity of the students themselves had been tried. The order of merit is as follows; but from the circumstance of receiving the answers in that manner I am utterly unable to make any difference, even the least, between the students that are included under the same bracket.

Wasiyuddin, Kabul Alí.

Mohammad Nazir, &c. &c.

" The questions in algebra and arithmetic were all answered in the room and on the spot. The order of merit is as follows, those who appear nearly equal being connected by a bracket as before.

Abul Hosain, Hosain Ali, Tafazzul Hosain, &c. &c.

" I received no answers on these subjects from Mohammad Acmal and Siyanatullah, probably because they were engaged in the other parts of the examination.

" I would recommend the three first in each of these two lists to particular distinction."

Grammar and General Literature.

Captain Ouseley.

" The class consisted of twenty scholars, most of whom had read the Sharah Miut Amil, Hidayat Alnuhs, Kafeea and Shirah Mullah in addition to the usual little tract on Arabic inflexion, since their admission to the college. No very high degree of proficiency could be expected in students so recently attached to the institution. Yet many of the class acquitted themselves respectably, and two individuals distinguished themselves so particularly by the readiness and accuracy of their answers that I beg to recommend them for prizes in this de-

partment. Their names are Walee Asharf and Golam Hamdany.

" At the same time I must bring to the notice of your committee the names of three students who absented themselves from the examination without cause assigned, and beg to recommend that they be expelled from the institution, and that their names be erased from the list of scholars attached to the Madrussa ; their names are Nujumuddeen, Mohammed Afsur and Zuheerooddeen.

" The students of Asool, or elements of law, were examined on Monday the 28th November. The number of scholars is thirty-two, divided into three classes. The first class read the Mosullim Assuboot, the second class read the Noor Alanwar and the third class, the Touzeeh. Written questions suited to the proficiency of each class were given during the examination, and the answers in general evince a minute acquaintance with this branch of study. The best scholar of each class is recommended for a prize as follows.

Maheeooddeen, 1st class.

Ultaf Alee, 2nd class.

Sheikh Abdullah, *3rd class.*

" On the 29th and 30th November, the Junior Law classes were examined. The number of students in this department was thirty-nine ; the books read were the Hidaya, the Ushbah Nuzueer and the two first books of the Sharah Waqaya. The interrogatories, to which written answers were furnished by the students at the moment, and without assistance, or reference to books, were on the subjects of sales, copartnership, agency, religious bequests, and inheritance, and the answers of a majority of the Junior Law classes, show most satisfactorily that due attention has been paid to this department of their studies. The oral and written replies of the four undermentioned students in particular are so full and so correct, as to entitle them pre-eminently to rewards. A fifth student named Ushruf Hosain also deserves great credit for the correctness of his answers, and his name would have been included in this list if the late

rules regarding prizes did not preclude it. The four students referred to are

Ultaf Alee, Rasíkhulloh, Sadiq Ahmud and Aftabuddín.

" The examination in Rhetoric was held on the 2nd instant. The class consisted of eight students who were examined in the Matowul and Mookhtasir Manee, the only student deserving of reward is Obeydul Hosain, who is also the best English scholar in the Madrussa.

" The examination in Hikmat or Natural Philosophy took place on Saturday the 3rd instant. In this department were ten students who underwent an examination in the Suddera and Maybuddee. The best scholars in the class are Furzund Hosain, and Wasais Alee; but it has not been customary to recommend prizes for proficiency in this department.

A petition having been presented to us by 37 unpaid oriental students of this college soliciting that prizes in money be hereafter granted as at the Hoogly College, instead of books, we directed this change to be made as far as the oriental department of the college is concerned.

As Maulavees Munsur Ahmad and Khadim Hosain, the late 1st and 2nd assistant professors, were among the successful candidates for the Hoogly professorships, Maulavees Qudrut Ullah and Mohammad Murteza were selected to supply their places in the Madrussa.

Regulations of Government.

The class engaged in the study of the regulations (which is taught by a native professor who was long engaged as an assistant in the office of the government translation of regulations) was examined by Mr. Colvin. Its attainments are considered by that gentleman to be respectable. A reward was conferred on one student, Ubdool Humeed, who evinced considerable proficiency. Mr. Colvin is of opinion that this class is peculiarly one which requires the benefit of competent European superintendance and instruction.

ENGLISH DEPARTMENT.

The pupils in this department have fallen off since the last examination from 136 to 102. Shortly before that examination the monthly payment which had previously been required from each pupil ceased to be demanded, which produced a large immediate increase in the applications for admission ; but many of these new comers ceased to attend as soon as the novelty of the pursuit was over, and others attended very irregularly and were consequently dismissed. The number of regular attendents has remained steady at about its present amount for many months past.

The Rev. Mr. MacQueen undertook the examination of this department of the college and made the following report.

" Having examined on the 5th instant, at your request, the 1st and 2nd divisions of the English department of the Calcutta Madrussa, I have now the pleasure to furnish a brief statement of the progress and attainments of each class and the names of the students who appeared to have made the greatest proficiency.

2nd. " But before doing this it seems desirable to notice a fact with which of course you are well acquainted, viz. that the pupils of the first or highest class, with one or two exceptions, have not been much longer under instruction than those of the eighth or youngest, and that on an average of the whole school consisting of about 100 pupils, it is not more than 18 months since they entered upon the study of the English language. Hence it necessarily happens that the report of the progress and attainments of one class becomes the report of almost every class in the department.

3rd. " The first class consisting on an average of youths of 17 years of age professed to have (1st) an acquaintance with the general facts of English History (Goldsmith's Abridgement) to the reign of Henry the III. ; (2nd) the General Geography of Europe and Asia ; (3rd) Geometry (Euclid's Elements) whole

class the first, and a few both the first and second books, with a little Arithmetic and Algebra; (4th) general questions on Natural Philosophy and the solar system.

" In the 1st and 2nd they appeared to have been tolerably well grounded; in the 3rd they failed in demonstrating successfully two propositions (the 32nd and 47th) given them, and in the 4th they answered generally with readiness and accuracy the questions put to them. Their 'Reading and Parsing' were very satisfactory, *considering the time they have been under instruction*, but, their 'spelling' was defective. In writing down on their slates from dictation a sentence of three lines from the History of England they made with one exception, (Názir Ali who has been upwards of 5 years in school,) 9 false spellings, and some of them many more.

" Husain Ali appeared to me the best reader of English, and Hamid Ali the best answerer of general questions. In the other branches of study no pupil particularly distinguished himself.

4th. " The second and third classes, consisting of pupils much younger than those of the 1st class, passed a very good examination in English Reading, Spelling and Grammar. In Geography they answered general questions tolerably well, but failed in Arithmetic. The progress of both classes was very gratifying with reference to the short time (about 12 months) they have been at school. Roshan Ali is the best deserving pupil of the 2nd class, and Dubeerooddeen of the 3rd.

5th. " The 4th class, the last of the second division, read and spelt words of one syllable correctly, and answered easy questions on Grammar, but none of them exhibited such individual proficiency as to deserve a prize The three first classes of the junior division, particularly the 2nd, consisting of very young boys, read easy lessons very well, and spelt and parsed easy words in a satisfactory manner.

" Abdool Jubbar is in all respects by far the best pupil of the 1st class, and Abdool Latif the best reader in the 2nd. The 3rd class consists of boys considerably older than those of the

2nd, and is not equal to them in reading and spelling, though of the same standing in school.

6th. " Wáris Ali is the best scholar in the 4th class, and in the youngest or spelling class I could not discover that one was better than another.

P. S. " Since the above was written, I have examined Obeydool Husain, a youth of 20 years of age, who began the study of English in 1830. He professes to have read 11 books of Pope's Homer, the whole of the Paradise Lost, 115 pages of Blair's Lectures and Goldsmith's (abridged) History of England to the reign of Edward the III.

" His reading and pronunciation are very good, with the exception of words beginning with the letters *W*, *V* and *S*. He was able to give some account of the above works, but appeared best acquainted with the History of the Trojan War.

" In mathematics he had read *once* three books of Euclid, all of which he has nearly forgotten. In Algebra, however, he could solve with considerable readiness and accuracy easy questions in simple equations.

" Upon the whole I think he deserves to be commended for the progress he has made in English scholarship."

The Mahommedan College building has undergone a thorough repair this year, and since the above report was written, another English teacher and a Bengalee teacher have been added to the instructive force of the English Department. All the pupils in that department were asked whether they preferred to learn Bengalee or Hindustanee, and a large majority decided in favor of Bengalee, which is a very gratifying proof of increased liberality of feeling.

SANSKRIT COLLEGE.

The following full and interesting report by the learned Acting Secretary, Bábu Rádhákánta Deb (since Rájá Bahádur), includes every necessary particular regarding this institution.

Annual Report, dated 27th March, 1837.

2nd. "On the 1st January 1837, at 12 o'clock, I commenced with the examination of the first division of the Vyákarana, or Grammar class, in which 25 scholars are taught in the Mugdhabodha Vyákarana, by a teacher named Gangádhara Tarkavágísa. They were examined in the technical names of affixes, &c. coalition and mutation of vowels and consonants, declensions of masculine, feminine and neuter nouns, as well as in Avyaya, or indeclinable nouns, and all of them gave me much satisfaction. Among them the following boys deserve prizes.

"Khetramohana, Annadáprasáda, Tarakadása, Durgácharana, Mádhabchandra, Jagabandhu.

3rd. "On the 2nd January, the second division of the Grammar class which contains 14 scholars, under Hariprasáda Tarkapanchánan, was examined in the active and passive voices, neuter verbs, simple roots, causals, desideratives, and repetitives, as well as in the conjugation of Lidhu, or noun roots as verbs, formation of verbal nouns, &c. and afforded equal satisfaction to me. The undermentioned scholars are entitled to get prizes.

"Kálidás, Girischandra, Dinabandhu, Kailáschandra Sarmá, Debdatta, Pitámbara.

4th. "On the 3rd January last, the third division of the Grammar class containing 23 scholars, under the tuition of Haranáth Tarkavágísa was likewise examined by me in feminine terminations, six cases, six kinds of Samása or compound words, Taddhita suffixes, syntax, tenses, and moods in composition. They gave me great gratification in those and other parts of Grammar, and the boys whose names are mentioned below, distinguished themselves in particular. In this class some read Dhátu Pátha, (Tables of Roots by Vopadeva,) Abhidhána, (Sanskrit Dictionary by Amara Singha.) and Hitopadesa, (Salutary Instruction of Vishnu Sarmá,) but have made no progress therein.

"Girischandra, Krishnaprasáda, Sámácharana, Dwárakánáth, Jagatchandra, Madhusudana, Bholánáth 2nd, Jadunáth, Dwárakánáth, Rámakrishna.

5th. "Two days after, I conducted the examination of the

Sáhitya or literature class, comprehending 23 pupils under the discipline of Jayagopála Tarkálanká. They study Bhattí, (a poem on the actions of Ráma, by Bhartrihari ;) Raghu Vansa, (Race of Raghu Rájá, a historical poem, by Kálidás ;) Kumára Sambhava, (a poem comprising the birth of Kártikeya, by Kálidás ;) Mágha, (an epick poem of Mágha, comprising the death of Sisupála ;) Kerátarjuniya, (a poem of Bháravi, comprising the war between Siva and Arjuna ;) Naishadha, (adventures of the Rájá of Naishadha, a poem by Srí Harsha ;) Venisanhára, (a dramatical work of Bhatta Náráyana ;) Ratnávali, (The Necklace, a drama, by Srí Harsha Deva ;) Sakuntalá, (The Fatal Ring, a drama, by Kálidás ;) and Megha Dúta, (Cloud Messenger, a poem by Kálidás ;) and were required to repeat, transpose, and explain one or two first and last verses of each chapter of the works they have read, and were also asked the meanings of some obscure and complicated phrases and passages of the same. The repetition and exposition of many of them highly gratified me and Bábu Rasamay Dutt, who was present at this examination. The following pupils are considered to be fit for rewards.

" Kásináth, Kálikumára, Kedárnáth, Biswanáth, Vishnudás.

" Haragovinda, Baikuntanáth, Srínáth, Gurudás, Rádhánáth.

6th. " The Alankára, or rhetoric class, is composed of 7 students and one teacher by name Premchandra Tarkavágísa. The students read only one book on Alankára, entitled Sáhitya Darpana, a treatise on rhetorical composition by Viswanáth Kavirája ; I put to them upwards of 40 questions from the beginning to the end of the first seven chapters of the treatise they have studied, and they gave me satisfactory answers to them. Besides this they read here, Naishadha, (a poem, comprising the courtship and marriage of Nala and Damayanti, by Srí Harsha ;) Mrichchakati, (The Toy Cart, a comedy, by Sudraka Rájá ;) and Saramanjari, (A Grammatical Treatise, by Jayakrishna,) in which they were found to have made tolerable progress. Amongst them the following are worthy of prizes.

" Rámachandra, Brajanáth, Viswanáth.

7th. " The Nyáya or logic class has 8 students under the charge of Nimái Chandra Siromani. They read only Bhásha Parichchheda, an elementary treatise on the terms of logic, together with its Commentary Siddhánta Muktávali, by Viswanáth Panchánan. I put to them alternately, upwards of one hundred questions from the beginning of Category or Predicament in logic, to the end of the treatise, or ' Kadamba Golaka Nyáya,' to which most of them gave satisfactory replies; amongst them the undermentioned merit rewards for their attainment in the elementary Nyáya Doctrine.

" Digambara, Bhatachandra.

8th. " The examination of the Vedánta or theology class, which comprehends 10 pupils, was postponed for a few days, on account of the demise of the father of its preceptor, Sambhuchandra Váchaspati. The students were afterwards thoroughly examined by me in the Vedánta Sára, Treatise on the Elements of Theology according to the Vedas, by Sadánanda Parivrájakáchárjya, with a Commentary, by Rámakrishna Tirtha, and they solved about 68 questions from the commencement of the work, or the etymology of the word ' Vedánta,' to the conclusion, or the indication of ' Jivana Mukta,' (a person arrived while living, at a state of freedom from all interest in material things,) whereby they proved themselves to have made considerable proficiency in the same. In this class several of the pupils read the Bhagavat Gítá, (Dialogues of Krishna and Arjuna ;) one of them studies Bhagavata, (a poetical work of Vyása, comprising the life of Krishna,) and another, Prabodhachandrodaya, (a drama, by Srí Krishna Mísra,) in which they have made but little progress. Besides these, five students of the logic class receive lessons here, in Pancha Dasi, (a theological work, by Rámakrishna Pandit ;) but they having been absent were not examined. The following students deserve prizes for their acquirement in elementary knowledge of the Vedánta Philosophy.

" Ishwarachandra, Madanamohana.

9th. "I then proceeded with the Jyotisha, or mathematical class, which has no students on the foundation, about 11 pupils from the law class attend it 2 hours every day, to be inculcated by Jogadhyána Pandit, in Lilávati, Treatise on Arithmetic, Algebra, and Geometry, by Bháskaráchárjya. I examined them in Pari Bhásha, or Tables of Money, Weights, &c. in Sankalana, or Addition; Vyavakalana, or Subtraction; Gananá, or Multiplication; Bhága Hara, or Division; Varga, or the Square Varga Múla, or the Square Root; Ghana, or the Cube; Ghana Múla, or the cube Root; Bhágajáti, or Fractions; Sunya Parikarmáshtaka, or the Effect of cipher; Vyásta Vedhí, or Inversion; Ishtá Karma, or an assumed number; Guna Kurma, or Multiplier of the Root; Trai Rásika, or Rule of Three quantities; Pancha Rásikádi, Rule of five, &c. quantities; Bhanda Prati Bhandakí, or Barter; Misra Vyavahára, or mixed quantities; Kraya Vikraya, or Buying and Selling; Suvarna Ganita, or computing Gold; Chhandaschityadi, or Permutations, and Sredhi Vyavahára, or Progressions, as well as in Khetra Vyavahára, or Geometrical operations, viz. Vritta Khetra, or circles; Kháta Vyavahára, or ponds; Chiti Vyavahára, or bricks and stones in a wall; Krakacha Vyavahára, cutting timbers, &c.; Rási Vyavahára, or heaps, and Chháyá Vyavahára, or shadows, and also in Kuttaka, or the particular or individual Multiplier. The solutions of problems given by the Students, were very creditable to their attainment in this branch of learning. One of the students has commenced to read Satkritya Muktávali, (an Astromical work by Raghunáth Sárvabhauma;) but has made little progress in it. The undermentioned are entitled to receive prizes.

"Muktaráma, Rámaharí.

10th. "Lastly the examination of the Smriti or law class, comprising 12 students, under Rámachandra Vidyávágísa, took place on the 27th January last, agreeably to the appointment of Mr. Sutherland, who attended with 11 questions written in the Sanskrit language and Devanágari character for their examination, but owing to the secession of the old students, and the

promotion of the new ones in their stead, they were not prepared to pass through the usual annual examination for diplomas. In consequence, Mr. Sutherland delivered the questions to two Pandits of different places, who had applied to undergo the Law examination in the hope of obtaining certificates, and then retired to the Anglo-Indian college. The questions and answers were transmitted as usual, in the evening of the same day, in charge of the Committee's Pandit, Bharata Siromani, for the consideration of the Committee of Examination, but the result is not yet known to me.

11th. "The books used in the Law class are 1, Manu Sanhitá, (the Institutes of Manu, with the commentary of Kulluka Bhatta;) 2, Mitakshará Vyavahárádhyáya, (a compendium of Hindu Law, containing the Jurisprudence section, by Vignyáneswara Bhattáraka;) 3, Dáya Tattwa, (a treatise on the Law of Inheritance, by Raghunandana Bhattáchárjya;) 4, Dáya Bhága, (Law of Inheritance, by Jimuta Váhana, with a Commentary by Srí Krishna Tarkálankara;) 5, Dattaka Mimánsá, (a Treatise on the Hindu Law of Adoption, by Nanda Pandita;) and 6, Tithí Tattwa, (the Institutes of the Hindu Religion, by Raghunandana;) in all of which the students were examined in the following manner. I put to them 30 questions in the 1st, 80 in the 2nd, 7 in the 3rd, 12 in the 4th, 8 in the 5th, and 12 in the 6th Book, in answering which they were obliged to repeat almost the whole contents of the works they have studied, and proved themselves to have made tolerable progress in Manu, extensive proficiency in Mitakshará, but very little in the rest. The undermentioned pupils are deserving of prizes.

"Muktaráma, Rámaharí.

12th. "I beg to add that the rule enjoining the students to make monthly translations from Bengalee into Sanskrita, and to prepare themes, which was introduced in the College, and kept up during the last year, in the Sáhitya, Alankára, Nyáya, Vedánta, Jyotish, and Smrití classes, has had the desirable effect to impart in general more activity to the students, and to exercise them in forming and connecting their own ideas and

expressing them in their own language. The students who distinguished themselves in translation and composition are as follows:

"Mádhavachandra, Ramánáth, Viswambhara, Nílamani, Sambhuchandra, Rámahari.

13th. "The present number of students in the Sanskrit College is 122, of whom 57 are pay-scholars, receiving a monthly pay of 5 or 8 rupees, and 65 out-students, getting no stipend from Government. They are divided into nine Classes, under nine Professors, as hereinbefore specified, and are allowed 12 years to complete their classical education in the College, viz. three years for Grammar, two years for general Literature, one year for Rhetoric, one year for Logic, one year for Theology, one year for Mathematics, and three years for Law. The pupils not having completed the prescribed period, are not liable to be discharged from the College this year, but the arrangement of their class-books, promotion of their course of studies, and admission of new candidates shall be made hereafter.

14. "I feel great pleasure to bring to your notice, that both Pandits and pupils, as well as the head Clerk, Librarian, and servants attached to the College have conducted themselves to my entire satisfaction, and that on comparing the Attendance Book of the several classes, it appears that the average number of days on which the students have been present in the Colleges 207, while they have been absent 67 days, besides which they were allowed 48 holidays, and 44 Aswádhyáyas, this word is applied to certain days, being generally the 1st and 8th lunar days, on which the study of the Sanskrit Literature is reckoned unlawful; during the last year, I am sorry to state that the unpaid scholars are said to be less attentive than the paid ones, as they have no fear of their stipends being curtailed for their absence.

15th. "In conclusion I beg to annex a list of prizes, in which I have restricted books to all distinguished pay-scholars, and money to all deserving and promising out-students, who being very poor, it would be an inducement to them to continue

in the College, as well as some assistance in their subsistence. By so doing, I have not exceeded too much the amount expended last year. If you approve of this innovation you may be pleased to appoint a day and time that may suit your convenience, to distribute the prizes at the College Hall."

CHITTAGONG.

The School at this place was established in consequence of the receipt of the following interesting letter from the Commissioner, Mr. Dampier.

"I have the honor to request that you will place before the Committee my request, that they will aid in the establishment of an English School here for the purpose of affording the people means of acquiring a competent knowledge of the English language and literature.

2nd. "I am of opinion that there is a considerable desire amongst all the respectable classes here to avail themselves of an English education for their children, and if means to ensure a good master were provided the School would be rapidly filled.

3rd. "There is at present a School under the control of the Serampore Baptist Society, established here, where reading, writing, and a degree of Arithmetic are taught, but the abilities of the master do not extend beyond the rudiments of education, and this, together with his known anxiety to make converts, renders the attendance at the school under his control not so great as might be expected, but still, in spite of such objections, his school is respectably attended by many who are anxious to obtain the rudiments of the English tongue.

4th. "About 4,000 Portuguese reside in or near to Chittagong in a most deplorable state of ignorance, and I fear vice, without any moral education, excepting what a few may glean from the Baptist School-master above alluded to, and without any knowledge of any thing beyond a little Bengali; putting aside the necessity for increasing the knowledge of the Native inhabitants here, it would be a great benefit to these Portu-

guese to diffuse general education amongst them, and by the influence of those amongst them, who are possessed of property, something might be effected to better their moral conditions.

5th. "I beg to intimate to the Committee, that there is a sum of 300 rupees raised for a School, which failed here for want of a good Master, now in deposit, which might be carried to the credit of any aid they could afford us. I know many of the Residents and Native Gentlemen would subscribe for the expences of the School, and I am ready to give a parcel of ground near to a garden I rent without any payment for the erection of a School House.

6th. "The School would of course, be managed under the control of the Calcutta Committee by a Committee of English and Native Gentlemen of this place."

We however regret to state, that owing to the unsatisfactory conduct of the Master sent from this place, the School had not made much progress up to the date of our last accounts. We have taken measures to supply his place by a better qualified person.

DACCA.

At the last Examination there were 136 pupils in this Seminary. There are now 149, of whom 134 are Hindus, eight Mohammedans, and seven Christians.

The Local Committee report, as follows, on the Annual examination.

"On Friday the 23rd December, the pupils of the Dacca School were examined in presence of the Local Committee, the examination being chiefly conducted by Mr. Lowis and the Rev. Mr. Shepherd.

"The Local Committee direct me to express the high degree of satisfaction they experienced in observing a sensible improvement in all the senior classes. The boys appeared fully to comprehend the subjects of their lessons, and it was evident, that nothing had been learned merely by rote. They read with cor-

rect accent and fluently from the History of England, and answered with such accuracy questions put to them respecting places and persons mentioned in the passages read, that no doubt could be entertained of their perfect comprehension of the subject.

"In Grammar, Writing, and Arithmetic the progress made by all had been equally creditable to the teachers evincing ability on their part, and no want of zeal and anxiety to learn on the part of the pupils. In fact the extreme eagerness for information and the emulation shewn by the boys was not the least gratifying part of the exhibition.

"The Junior classes under the tuition of Parbutty Churn and Mr. Gunn have also advanced in a very satisfactory manner. Having begun to receive an English education at an earlier age than the boys in the upper classes, they are likely to acquire a better pronunciation, and having more time before them, it is chiefly from among them we are in future to expect to turn out scholars creditable to the seminary.

"The higher classes being chiefly composed of boys approaching to manhood, it cannot be expected that many of them will remain a sufficient time at school to acquire much useful knowledge.

"Mr. Ridge has been in ill health during the greater part of the past season, but his exertions have been unremitting and highly creditable to himself and satisfactory to the Local Committee.

"With respect to the suggestions conveyed in his letter I can only request you will press their consideration on the General Committee. An attempt will be made to raise a small sum from the pupils, but as the natives are not only unwilling to part with their money, but in a great many instances have little or no money to disburse, it is very uncertain how far we may be able to carry the plan into effect in the current year."

The Head Master in his report made the following suggestions which were recommended to our attention by the Local Committee.

1st. To require all the pupils to pay for the books used by them, and those who can afford it to pay something in addition for their tuition. As the school is now appreciated by the natives, and many of the scholars are the sons of opulent persons for whom 3, 4 and even 5 rupees a month had previously been paid for merely teaching them to read and write in a very indifferent manner, Mr. Ridge conceived that the proper time had arrived for making this change.

2nd. To appoint an additional English Teacher.

3rd. To appoint a Bengalee Teacher.

We approved of the first of Mr. Ridge's propositions, and requested that the sum realized might be brought to account at the foot of the Monthly Abstract. We also suggested the association of a few respectable natives with the Local Committee, which, besides other advantages, might aid in the attainment of this desirable object of bringing under contribution those who are able to pay for their education.

We likewise approved of the two last propositions and authorised the Local Committee to employ an additional English Teacher and a Bengalee Teacher.

Previously to this we had received the following interesting letter from Ram Lochun Ghose, the benevolent individual who was mentioned in our last Report as having given 1000 Rupees to the Dacca school, stating his opinion that the appointment of at least two more Teachers of English was absolutely necessary.

"Lately I had occasion to visit the school established at Dacca under the direction of your committee, and I feel great pleasure in being able to state, that from what I witnessed of the progress of the pupils and the advancement of the institution in general, I have every reason to congratulate my countrymen on the fair prospect of enlightenment which this institution, though so soon, already holds out to them. This happy state of things I acknowledge with feelings of gratitude, is consequent principally on the strenuous and unceasing exertions of the Local Committee and Mr. J. Lowis, who have done all they could to advance the interests of this institution.

The circumstance which in a particular manner attracted my attention was *the number of children whom I found anxious to obtain admission in this school, and who but for the want of a sufficient number of teachers could have been received and benefitted by the blessing of education.* "The Vineyard is large but the labourers are few." I therefore think that the appointment of at least two more teachers of English is absolutely necessary. I would also add that if the means of the institution admit, the vernacular language should be cultivated; for which purpose two natives of Calcutta or its neighbourhood ought to be appointed; for, I fear at Dacca it will be difficult to find a native speaking his own language with purity of pronunciation.

"In conclusion, I beg to bring to your notice that it would be far more conducive to the interests of the Institution and maintenance of justice, if the power of admitting candidates in the school and of dismissing its pupils were vested in the Local Committee as at the Hindu College and other seminaries in Calcutta, instead of committing the discharge of that important duty to the Head Master, a single individual whose judgment, owing to his situation, may sometimes be biassed either in favor or against certain of the pupils."

In reply we thanked him for his gratifying letter and requested him to enter into communication with the Local Committee, who being in the immediate charge of the institution, ought first to give their opinion on any suggestions which may be made for its improvement.

The following is the statement of the studies of the Head Class.

"No. 4 Reader, explaining in English and Bengalee, and Parsing.

"History of England, explaining in English, giving the Geographical description of the places mentioned, and Parsing.

"From Carpenter's Spelling Book, giving the meaning in English and Bengalee, and the parts of speech.

"Syntax, Lennie's Grammar.

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"Writing from Dictation.

"From Bengalee into English, short easy sentences.

"Elements have been taught on a skeleton map chiefly confined to the E. Hemisphere, perfect in the four first rules and in the application of them, and have commenced the compound Rules.

"Since our last report the seminary has been removed to a conveniently situated and commodious house, which also furnishes accommodation for the residence of the Head master."

The Head Master Mr. Ridge makes the following very judicious remarks on his plan of tuition.

"The plan of education hitherto pursued by me, has been simply on the principle of having every thing that has been taught, thoroughly understood from the very commencement; nor do I allow a single word or expression to be made use of, without the meaning being very clearly explained, and fully comprehended.

"All elementary instruction has been taught viva voce and brought clearly before the mind, by the application of terms simplified as much as possible to the understanding of the pupil; even then if any hesitation appeared, the word was separated, its etymology given and explained piecemeal, if I may be allowed the expression, until the mind firmly grasped it.

"By these means, the boys have been well grounded, and so thoroughly do they understand all that has been taught them, that they are seldom or ever at a fault in answering questions and giving the precise meaning of words, as they may be applied.

"In Grammar I have proceeded under the same system, teaching the definitions from objects, and carrying them on even to parsing without ever allowing them the use of a grammar.

"In Geography they have traversed over the whole of the Eastern hemisphere, particularly over Europe, and Asia, on a skeleton Map, and can readily describe any part, giving a thorough explanation of every term used by application on the Map without having learnt a single lesson out of any book.

"Arithmetic has also been taught, not merely an acquaintance

with the different rules according to the principles laid down in books, but their use by application; and to be convinced that this has been realised, the same question has been offered in different forms, and even catch questions, without any explanation in the vernacular language, have been readily understood, and worked off without any hesitation.

"My remarks apply more immediately to the upper Classes, and to the junior Classes, so far as they have advanced.

"The reasons that induced me to adopt this plan were two; viz., first—The great disinclination boys generally have to learning off tasks by heart, and the hasty and thoughtless manner in which these are often repeated, frequently without one word being understood, so that when the time arrives that use should be made of knowledge thus obtained, the result is that the whole has been lost: and the second is, the peculiar difficulty in teaching a foreign language the phraseology of which differs so essentially from the vernacular language that words cannot always be found in the latter to convey the idea with precision. The mind at once flies off from prescribed tasks where the greatest care cannot sufficiently simplify the expression to the capacity of the learner, and where he would be obliged to learn by rote, a number of harsh unmeaning sounds which would be forgotten, almost as soon as repeated; and if remembered, could only be brought forward under a peculiar form. Thus the idea is cramped, and study is made a labour deprived of its essential help an inclination.

"Under the plan I have followed, a constant excitement is kept up; the eye has always an object before it, and sees at once the intention designed; the ingenuity of the master must be always on the alert, bringing every thing forward under various pleasing forms, and linking to each idea, two or three, by connecting some anecdote, or interesting story, which serve as several props to the mind to support itself by one in the event of the failure of the other; thus learning becomes a pleasure; the elementary part is readily and well received, and the foundation laid for future advancement. After instruction is wil-

lingly received as it is perfectly understood, the tediousness of learning tasks is removed, and the mind quite prepared to make every use of the knowledge attained, not restricted to form."

We consider this Seminary to be in a very satisfactory state, and the Masters, Mr. Ridge, Parbutty Churn, and Mr. Gunn to be deserving of our best thanks. As ill health prevented Mr. Ridge, who established and organised the Institution, from remaining longer at Dacca, we have transferred him to Bhaugulpoor.

DEHLI ORIENTAL COLLEGE.

The following is the Report of the Annual Examination of this Institution.

"In conformity with the instructions conveyed in your Circular, No. 2910, dated 18th June last, it became necessary to hold the Examination at the Oriental College on the 18th ultimo. The ceremony was attended by as large an assemblage of the rich and learned Natives of the city as on former similar occasions, the Sudder oos Suddoor Mooftee Sudderooddeen Khan, kindly undertaking to inquire into the state of progress made by the higher classes of Arabic Students. In the column of remarks of the accompanying Report will be found the name of the examiner of each class and his opinion on the proficiency or otherwise of the class, and the individuals composing it. Wazeer Ali, the most advanced student of this College, voluntarily declined combating with his less qualified fellow collegians for the Premium in composition, and Aleemulla, a pupil in the Arabic department, won the prize. A copy of his Essay on the advantages of the study of History accompanies this communication.

3rd. "In the absence of the members of the Local Committee, the conduct of the Examination devolved on me, and my opinion as the result of what I witnessed on the occasion in question, is, that the zeal and application of the masters, and

pupils during the year under review had not been less than in preceding years.

4. "A considerable diminution of the Pupils has occurred in the past twelve months. The Arabic students have decreased from 61 to 45, the Persian from 80 to 64, and the Sanskrit department is reduced from 56 to 35, giving a total decrease of 56 students. The reduction is clearly attributable to the order of 7th March, 1835, the operation of which during the ensuing year will reduce the Oriental pupils to about 100.

5th. "Moulavee Mohammad Bukhsh, the 4th Teacher, having died in November last, the vacancy has not since been supplied with reference to the instructions conveyed in your letter, dated 7th March, 1835. Should the General Committee consider it necessary, the most qualified student will be appointed Junior Teacher in succession on the usual salary of 15 Rupees per month."

The senior pupil Wazir Ali is reported to have read the following books during the year: Shureh Tujreed all, Hashia Qadima to Tehseel, Isharat from Tubeeat to Bahus, Surat Nouniya, Shureh Isharat:

And the two next, Mohammed Bukhs and Ousman, are reported to have read the following: Mootawul one quarter, Miboodee from Fani sani to the end, Meerzahid Reesala from Bahus to Munsoor, Hashia Meerzahid Reesala to the same extent, Khialee to Buhus siffat, Shureh Aqaed all, Meerzahid Julalee one quarter, Hashia of Moulavee Ubdul Alee to the same extent, Shureh Sollum 8 pages.

Towards the close of the year 1835 Nuwab Hamid Ali Khan requested that the interest of his late father-in-law Fuzul Ali Khan's grant might be expended on this College under his superintendence, on which we remarked that more than the monthly income derived from the grant (about 556 Rs.) was laid out in the encouragement of Arabic and Persian learning in the College, that in our opinion pecuniary rewards of merit ought to be substituted for the small alimentary allowances hitherto indiscriminately granted to the oriental students, and that Hamid Ali

Khan, instead of being vested with any exclusive control in the College, should be associated with the Local Committee as a member of their body and thus become a co-visitor of the Institution. These suggestions were all approved by your Lordship in Council.

In February last we received a letter from Hamid Ali Khan complaining that of the interest of his father-in-law's donation, only 300 Rs. were laid out in teaching Arabic and Persian, and the rest on English and Sanskrit, and that the Arabic and Persian Teachers were for the most part incompetent persons. In reply to the first point we explained to Hamid Ali the mistake he was under in supposing that the whole of his father-in-law's donation was not laid out in teaching Arabic and Persian; and in regard to the second, we requested the Local Committee to institute an investigation and propose the removal of any of the Teachers who might be found incompetent. We also observed that Hamid Ali, as a Member of the Local Committee, would have a vote on these subjects, and while we assured him that we should always be happy to attend to his suggestions on any matter connected with the College, we requested that in future they might be forwarded through the Local Committee in order that they might reach us with the sentiments of his Colleagues.

FERRUCKABAD.

The following reports from the Secretary to the Local Committee and the Head Master show that this lately established institution has already made very satisfactory progress.

Secretary's Report.

"Under instruction from our Committee I transmit the annual and quarterly return of the Futtehgurh School.

"Of the whole number of Scholars only three were examined, the rest having advanced no further than to have mastered the first rudiments of the English language: the examination was conducted by the Secretary and master.

"Our Committee beg to offer a few remarks. There is every day an increasing disposition to attend the school, but numerous

applications have been rejected for want of sufficient accommodation.

"The building appropriated as a College is totally unfit for the European system of tuition, and either extensive alterations should be made or a new building erected.

"A proposition was circulated by the Secretary for selling the building and appropriating the proceeds, but an insurmountable obstacle presents itself in the building being a Mohammedan endowment, and inalienable by the Mohammedan law. The deed of appropriation has been regularly registered.

"The Local Committee deem it their duty to urge upon the General Committee that no pecuniary assistance will be derived from the native community unless the scheme of the College embrace instruction in the native language and knowledge, as well as in the English language and European knowledge.

"The Committee continue to be perfectly satisfied with the conduct of Mr. Pereira."

Head Master's Report.

"I have the honor herewith to forward the annexed quarterly return of the Government Ferruckabad school, from October to December inclusive.

"I beg to state that since the last report I have introduced Geography and Natural History among the senior advanced students, and in a short time I expect some of them will be qualified to enter upon the study of Geometry.

"In the mode I have adopted in educating the students under my care, I resort as little as possible to the system of teaching by rote. My chief aim is to make them acquire the power of steady attention, and in order to arrive at that, I read and explain as thoroughly as possible every subject to which I direct their attention. I always encourage question and inquiry. I propose to estimate gradation chiefly, but not entirely, according to capacity for Mathematical and scientific acquirements: those who give evidence of such capacity in a high degree will form the first class.

4th. "There has been a great accession to the number of pupils since my last report, and applications are daily submitted for admittance; but the room in which I hold the school is so small, the other apartments being already occupied by students who learn the Oriental Language, that it cannot even hold the present number with convenience. I am therefore reluctantly compelled to decline them, and unless measures are adopted to enlarge the building or to remove the school to more suitable and roomy apartments, any more scholars cannot be received.

5th. "I beg to inform you that several of the pupils, as will be seen in the report, have withdrawn. I bring this to your notice with deep regret, and I cannot here too strongly impress upon the Committee the absolute necessity of binding down those who wish to be admitted in the school for a certain number of years, as proposed in my last report, and should a pupil wish to withdraw before the expiration of that period, he must show good cause for it, and in failing to do so must be made to pay a penalty of any sum of money that the Committee may deem most proper. Though this proposal seems somewhat severe, yet your Committee cannot but see that it is indispensible, and unless it is adopted, the object of the General Committee of Public Instruction will not only be frustrated, but the labour and pains I bestow on them will be entirely thrown away; as they leave me just as they have surmounted the first difficulties and begin to be useful.

6th. "I have to add further that the pupils on leaving the school never return the books with which I furnish them, and I am led to believe that some of them came merely with a view to take away the books and sell them. I fear we will be imposed upon, as there are many impostors who will take advantage of this gratuitous distribution of books, if they are not made to pay for them. The books are of small value, and I am sure those who are desirous of learning English can very well afford to buy them.

"In conclusion I beg to state that we require Maps of

Europe, Asia, Africa, and America, and popular and elementary treatises on Arithmetic, Algebra, Geography, Natural History."

There were 30 boys in the school present at the annual examination, of whom 28 were Hindus and the other two Mahommedans. The progress of the three head boys in their studies is reported to have been as follows :

The first three boys are going over Marshman's Brief Survey of History, and Fables, No. 3 of the English Reader, for the 2nd time. In Algebra they have advanced as far as subtraction, and are about to begin Multiplication. In common Arithmetic, they work sums in Rule of Three. In Universal History they can answer any question put to page 22. They have just commenced Natural History and Geography, and know the definitions. The others are still in their rudiments but have made very good progress, many of them can read easy sentences from the spelling book, and they understand what they read.

We have requested the Local Committee to furnish us with a plan and estimate for a building for the accommodation of the Seminary, and to mention where they propose it should be erected. We have always been opposed to penal measures for the purpose of securing the regular attendance of the pupils. The proper remedy is to make them pay for their books, and then none but willing scholars will attend.

DELHI ENGLISH COLLEGE.

This Institution has fallen off in the course of 1836, from 188 pupils to 103, which we believe to be principally owing to the abolition of stipends. Of the present number of college pupils, 74 are Hindus, 27 Mahommedans and 7 Christians. The Head Master also states that the distance of the Institution from the cantonments prevents the attendance of many pupils, and he observes that two Seminaries were established on different occasions within the last three years in the lines, and were dissolved for

want of adequate funds. He also annexes a statement which will be found in the Appendix No. 11, containing the names, age, and caste of 67 persons who were then studying English at Delhi out of the college, from which he concludes that a taste for our language is gaining ground among the respectable portion of the native community.

The following is the report of the annual examination.

"The Rev. Mr. Everest examined two students composing the 1st class, 2nd period, in all that they had read during the preceding year, and passed the following opinion on their respective merits.

"The first class when examined, consisted of two boys, Rennell and Bholánáth. The former we found well versed in English and had made considerable progress in his studies. The latter was backward, imperfectly master of English, and acquainted with Mathematics, Geography, &c. in a degree, but not with accuracy. We attribute this principally to his want of knowledge of the language in which the instruction is conveyed. Bholánáth however was the last boy of a large class, all of whom but Rennell, had just retired on the cessation of their stipends.

"The comparative deficiency of Bholánáth in the English language is attributable also to the short period he has been in the college, viz. four years and one month, and to the system of instruction at present pursued with regard to the higher class, in consequence of which so large a portion of their school hours is directed to the study of the Sciences that they have not sufficient time to perfect themselves in speaking and writing English. A modification of the present system of tuition, by which the cultivation of the language might be prosecuted for a much longer period before the sciences are commenced, appears very desirable.

"In the 2nd class, 2nd period, Moteeram and Ajudhia are the best readers; the whole class seems to have improved in pronunciation. In Geography Ajudhia was first; the rest were not so perfect as the second class usually have been. In translation and composition, Bood Singh and Motee Lall exhibited the

greatest proficiency; there appears to be a decided improvement in the whole class. In Mathematics, Ajudhia Prasad is most perfect, and Ziáulla next, but Bood Singh and Rádhá Kishan are deficient.

"The 3rd class, 2nd period, gave a very respectable examination in Marshman's Brief survey of History. Permeshri is the best both in reading and explaining sentences.

"The lower part of this class was very imperfect. In Grammar, Wazeer Ali was the best. In Geography, the whole class is perfect as far as they have read. Alibuksh won the prize.

"With the exception of Kunhaiya Lall, the rest of the class are deficient in Euclid and Arithmetic.

"In the 1st Class, 1st period, Zamin Ali is the most perfect in the History of England. The whole class read and understand very well, except Buland Khán whose pronunciation is very incorrect and indistinct. In Grammar and Geography, they gave a very good examination, Jagannáth is the best in the former, and Lachman in the latter. In Arithmetic, however, the whole class is very imperfect. With difficulty they did a sum in Compound multiplication although they are advanced to Double Rule of Three.

"In the 2nd Class, 1st period, Saudágar is the best in the History of England, and Mazher Ali and Sudasook equally second. This class seems to understand perfectly well what it has read. In Grammar and Geography, they were very perfect.

"The 3rd Class, 1st period, gave a very good examination. Shuját Ali is first in History, and Digamber, second.

"In the 4th, 5th, 6th and 7th Classes, 1st period, there is with a few exceptions, a decided improvement in pronunciation and reading.

"The students of the 8th Class are very deficient, and though farther advanced, are not near so good as those of the two lower classes. They should be lowered.

"In conclusion, I beg to state that some measures should be adopted to afford proper instruction to the students in writing,

The whole College as I have said before, with a few exceptions, write a very slovenly hand."

The studies of the first and second Classes are stated to have been as follows during the last Quarter.

" Spectator, from No. 80 to 169 or end of Vol. 2nd.

" Beattie's Minstrel.

" Guy's Astronomy. Repetition.

" The Elements of Euclid, 11th Book, from Prop. 22 to 32.

" Robertson's Elements of Plane Trigonometry.

" Woodbridge's Geography, from page 130 to the end.

" Composition, twelve hours in the week.

" Algebra, Quadratic Equations.

" Besides the above, Bholá has read Malcolm's Persia, 2 vols., and Parley's Library, 4 vols., and Rennell, Malcolm's Persia, 2 vols., and Conder's India, 2 vols.

SECOND CLASS.

" Murray's Reader, from page 176 to 293.

" Natural Philosophy, Introduction.

" Hydrostatics, Pneumatics, and Optics.

" Woodbridge's Geography, from page 120 to the end.

" Mollineux's Use of the Globes, from Prob. 2nd of the Celestial Globe to the end.

" Elements of Euclid, 6th Book, from Prop. 15 to 30.

" Arithmetic taught separately.

" Composition and Translation, 12 hours in the week."

That they have not learned more, is said to be owing to the examination having occurred this year earlier than usual in consequence of an order which we had issued to that effect, and to the circumstances of the Local Committee having directed the Teachers to practise their pupils one hour daily in speaking English to remedy the disadvantages under which they labour from want of opportunities of conversing with Europeans.

The Head Master also reports that the junior Teacher and the students of the two higher classes have established a Circulating Library. Their object is to collect works of an amusing

and light character, such as Tales, Romances and Travels, which give an insight into European manners, customs and institutions, and inviting attention to the entertaining and useful matter they comprise, produce a taste for study and a familiarity with the beauties of English Composition. The Juvenile Classics, lately received from the General Committee of Public Instruction are admirably adapted for their purpose. They communicate a fund of useful information in an attractive and interesting form and will be eagerly perused by the students."

GAWAHATTI.

At the close of last year there were 113 pupils in this Institution. There are now 136, of whom 91 are Hindus, 43 are Mohammedans, and 2 are Christians.

The studies of the head class are reported to be as follows:

" Murray's Spelling Book, throughout.

" Marshman's Brief Survey of History, to page 50.

" Scholar's Spelling Assistant, to page 15.

" Clift's First Geography, first four chapters.

" Elements of Grammar, throughout.

" Lennie's Grammar, with notes, to page 12.

" Compound Addition.

" Bakyabali, Bengalee and English, to page 50."

The members of the Local Committee have recorded the following interesting minutes on the result of the examination.

" Mr. Singer's report of the 31st December last appears to me very satisfactory, and I think there is good reason for expecting that the Institution will continue to increase in popularity. I regret that any thing like compulsory measures should be necessary to ensure regularity on the part of the Students, but as the fines seem to be but seldom imposed, it would perhaps be injudicious to alter the rules to which Mr. S. alludes for the present.

" The new formation of classes appears proper and the general arrangements such as we may leave to the master's discretion; the proposed distribution of prizes is also apparently

correct, although I regret that my absence in the interior of the district having prevented my attending the examination, I am unable to state my opinion of the proficiency attained by the students. The sum of 41 Rupees required to furnish the prizes may be paid from the interest of the money which Juggoo Ram Phokun has placed at the credit of the school. It gives me pleasure to observe the interest this native gentleman takes in the Institution, and that he has sent his own children to it.

"I am still strongly of opinion that too much attention cannot be given to the vernacular languages, more especially to Bengalee, and I have to recommend that application be made to the General Committee for a supply of historical and other useful works in that language; for whatever may be the importance of teaching English, it seems to me to be of vast consequence to impart knowledge by the shortest cut possible, to expand the mind of the native quickly, and to incite him to study by laying before him in his own language as much information on every subject as we possibly can. The habit of reading once formed, it cannot be doubted that the clever student will apply himself with more energy to the study of English from finding that without a knowledge of it he cannot acquire that extensive information which his mind will soon desire. It must also be kept in view that the vernacular will be of immediate and wide utility to the native in every situation of life, whereas to a large majority the English language, which it will take them years to acquire, may only be of occasional service; at the same time that being the great channel by means of which alone the higher branches of knowledge can at present be attained, the importance of teaching it to all desirous of learning it will not admit of doubt. It is however to be feared that for ten or even twenty who may speedily be vastly improved by means of the vernacular, not more than one will ever pursue the English far enough to be materially a gainer by it.

A. Bogle.

"I concur in all this, but I would add that all the chance of widely spreading instruction throughout the country will be by means of the few who will learn English tolerably; they also will know the value of knowledge sufficiently to labour to impart it to their brethren. I consider all the advances now making in education to have arisen from the foundation of the Hindu College and the consequent general desire to learn English. I attended the first examination of the Hindu College in 1816 or 17, and there were not then, if I recollect rightly, any boys so advanced as the monitors and 1st class of our Gawahatti school."

F. JENKINS.

The native gentleman referred to by Captain Bogle made a donation to the school of 1,000 Rupees, the interest of which is always to be employed in purchasing prizes, besides which he subscribed 200 Rupees to assist in building the new school-room. In acknowledgment of his liberality and with a view of profiting by his influence and advice in the management of the seminary, he has at the recommendation of the Local Committee been appointed a Member of their body. He is the Sudder Ameen of Gawahatti, and is stated to be a man of good education and to read and write English.

The Raja of Cooch Behar has also made a donation of Sicca Rupees 1,000 to the prize fund. In acknowledgment of this liberal gift, we sent to him and his sons 300 Rupees worth of Bengalee and Sanskrit scientific and other books which we were given to understand would be acceptable.

In November last the Local Committee reported that the sum which had been subscribed to build a school and school-master's house was insufficient for that purpose, and we sanctioned the purchase of a suitable building which happened to be for sale for 600 rupees.

All the students in this Institution learn Bengalee as well as English, and there are as many Bengalee teachers as English, or two of each.

GHAZEEPOOR.

At the last examination there were 42 students in this institution of whom 10 were Mohammedans and the rest Hindus. The number has now increased to 57, of whom 5 are Christians, 10 Mahommedans, and 42 Hindus. The Local Committee add, that as the late accessions are chiefly Hindu boys from the city of Ghazeepoor, a class that had before hung back more than others, there is good reason to hope that they will be permanent scholars and that their example will be followed by others.

The Local Committee report that "the Head Class are able to read with great fluency any book that is put before them, and have become familiar with the outlines of General History, Geography, and the use of the Globes. In Arithmetic and Astronomy they have likewise made very fair progress, and they are exercised in composition by transcribing from memory the lessons of the preceding day. The exercises herewith submitted, though nothing remarkable, will serve as specimens of their attainments in this respect, having been performed entirely by themselves and without the aid of any book."

These exercises show that the senior pupils have already had their minds stored with a variety of useful knowledge, and we subjoin specimens of them in the Appendix No. 12, as a gratifying proof of the good which even those of our seminaries which are not the most advanced, are beginning to produce.

The Local Committee go on to state in reference to our remarks in our last annual Report on the subject of combining instruction in the vernacular language with a knowledge of English, that they "are fully impressed with the importance of attention to that point, the attainment of which they are of opinion, may with a little management, be made subservient to and co-operative of the main object in view, viz. that of acquiring the English language, although no separate teacher, expressly for the vernacular be entertained, by the very simple operation

of explaining the meaning of what they read through the medium of the language most familiar to them, which every competent English Teacher is able to do. They are thus insensibly gaining instruction in both languages while employed only with English Books, with the obvious advantage of acquiring early in life a familiarity with sentiments, feelings and information only to be had in the latter."

In reply we stated that we had the fullest confidence in the judgment of the Local Committee and left the matter to its discretion; but we observed that at the Patna, Allahabad, and other schools where English is the principal object of study, the vernacular language is simultaneously taught as an independent branch of instruction.

Lastly, the Local Committee remark that they "should be wanting in their duty were they to close these remarks without recording their satisfaction with the continued zeal and able management of Mr. Arrow the Head Master, which is the more creditable, as he has had to sustain the whole weight of the school single-handed and unassisted, except by a partial resort to the monitorial system among the elder boys; and while they are gratified that the General Committee should have recognised Mr. Arrow's merits as a teacher by promoting him to the Patna Government School, they cannot but regret the secession of one from whom the institution has derived so much benefit."

We entirely concur in this estimate of Mr. Arrow's merit, and we are happy that we have had it in our power to reward him by promoting him to a better paid situation.

GORUCKPOOR.

The following interesting letter from a Committee of Gentlemen at Goruckpoor will explain the origin of our connection with this institution.

"The extract noted in the margin* which I have the honor to enclose, is from the proceedings of a meeting of the Goruckpoor English School Committee, held on the 4th January last, and as enjoined by the Committee, I beg that with the approving support of the Committee of Public Instruction, it may be submitted for the favourable consideration of Government.

"Before entering on an explanation of the origin and design of the Goruckpoor English Institution, it will be proper to call the attention of your Committee to the circumstance that at this station during a period of twelve years, a Seminary for the rearing and education of native Christian catechists has been supported, mainly by the contributions of resident subscribers, and a few individuals whose interest therein is still expressed though removed from hence to other places. That support still continues, and in fact at this time, upon a larger scale than formerly. By means of this Institution, at various times and in various places, assistance has been given to the general instruction of native youths of both sexes; but at present it has been resolved to apply its attention exclusively to the primary and main object of promoting Christian knowledge.

"It is right to mention this circumstance in order that your Committee may be aware of the fact, that the benevolence of individuals resident at a station not greatly exceeding in its society that of ordinary out-lying Indian stations has been extended to

* *President.*
G. P. Thompson, Esq.
Members.

Col. Scott.	Capt. Tod.
Dr. Steel.	J. Campier, Esq.
Mr. Moore.	Mohammed Nubee Awar.

Res. 4. That the school having in the opinion of the Committee realized their most reasonable expectations, considering the short period of its establishment, and at present affording every prospect of enlarged success, it be resolved, that in order to insure its permanence and stability, the aid of Government towards the support of a Schoolmaster be respectfully solicited through the Committe of Public Instruction.

the support of the distinct Institution above-mentioned, and that to which the favourable consideration of your Committee and the Government is now called.

" A desire having been expressed both by the European and respectable native inhabitants of this place for the establishment of an English School, a Meeting of persons interested in its formation was convened in August last, when rules for future guidance were adopted, a Committee of Management chosen, and a subscription raised by both Europeans and Natives. By aid of the realizations then and subsequently made, an excellent and capacious school-room capable of containing 200 boys, has been built, and the services of a very respectable individual as School-master engaged. The conduct and experience of that person has been such as to give entire satisfaction, and the number of boys registered on the school books is 68. The progress of the boys at the examinations periodically held, in reading, writing, and arithmetic, is very satisfactory.

" The object of this Institution as unanimously expressed by the individuals assembled at its original formation, and which has been steadily kept in view by the managing Committee, is the moral and intellectual improvement of native youth, entirely apart from the inculcation of any particular system of religion. Admission is refused to no one on the ground of caste. Its recognition in the School is not admitted, and though mainly supported by the pecuniary aid of those who contribute to the Christian seminary institution, particular care has been taken to keep it altogether distinct and separate therefrom, and to remove from the minds of the native community the impression of its design being otherwise than to advance the progress of civilization and intellectual enlargement, by the promotion of the study of the English language, and thereby of English ideas, English feelings, and English sympathies.

" In this design that your Committee cordially participate, a plain assurance exists, and equally of a disposition to foster and commend the exertions of a limited society in its promotion.

" Since the foundation of this School, the death of one and

the departure of several of its supporters, have had the effect of reducing its funds so greatly, that the maintenance of the Institution has become dependent upon assistance from others besides private bounty. The average realizations per mensem amounting to Rupees 102, and the expences pared down to the lowest standard of economy not being ever less than 117 rupees, the institution is alone supported by falling back upon the amount of subscriptions and donations made at its original formation, which however constituted a fund, the application of which to meet existing deficiencies was not intended, so much as to supply at once and efficiently all the materials of a school establishment, a desirable object which existing circumstances, I might say existing embarrassments, have prevented being attained.

School-master,	100
Usher, ...	2
Chowkedar, ...	3
Contingencies,	2
Rs.	117

"The expenditure stated above is particularized in the margin. Your Committee will perceive that this involves no account of expence for school books, &c.; in fact that cannot be afforded.

"Under the sense that the limited means of this Institution cramps its utility, that from its design and progress hitherto, it merits the support of the state, and that such aid imparted will greatly enlarge its powers of doing good, I beg leave on the part of this Committee to solicit the favourable consideration by your Committee, and your recommendation to Government of the request that the Government will liberally contribute towards the stipend of the School-master."

It was ultimately determined that 200 rupees a month should be given out of the general fund for the salary of the Head Master, all the other expences of the School being defrayed from local resources. A well educated person, Mr. MacCallum, was engaged as Head Master, from whom the following report was received in May last.

"On arrival here I took charge of the School consisting of about 36 students, some of whom had already made some progress in the study of English. The School has not increased since as much as might have been expected, but judging from the fre-

quent applications to purchase elementary books, the acquisition of English is much appreciated and sought after, though their fears and prejudices are as yet too strong to allow of their sending their children to a public school. This however is fast giving way, and very soon we may expect to see English literature taking the place of Persian among the better class of Natives.

"At first I found considerable difficulty from the irregularity of the attendance; but having refused to admit any, and even expelled several who were continually being absent, I have now secured a better attendance, and not being overdesirous of increasing my number, except they promised only to be absent by permission will, I trust, have the good effect of raising the Institution in the public estimation and shew that education is something worth having."

There were 53 pupils at the end of April, of whom 25 were Hindus, 21 Mohammedans and 7 Christians.

MOHAMMED MUHSIN'S COLLEGE.

HOOGLY.

On the 26th of April, 1836, the Sub-committee for the affairs of this College made the following recommendations, which were adopted by the General Committee.

1st. "That the College should include two departments, the English and Oriental, the benefits of instruction afforded by which should be open to candidates of every sect or creed willing to conform to the established rules of discipline.

2nd. "The resort of students should not be encouraged by stipends, but the inducement of honorary and pecuniary prizes to the most proficient students may with propriety be held out.

3rd. "There should be no limit of age excluding either the candidate or admitted students from the College, but the honorary and pecuniary rewards should not be open to the competition of students whose age may exceed 20 years.

4th. "The following appears to the Sub-committee an appropriate scheme for the establishment of the Institution on its commencement.

ENGLISH DEPARTMENT.

	Monthly.			*Yearly.*		
Principal charged with the control of both Schools, and as a Professor with instruction either in literature or in science or in both,	600	0	0	7,200	0	0
Professor charged with instruction in literature or in science or in both,	500	0	0	6,000	0	0
Three subordinate teachers charged with Elementary instruction in literature and science at the Salaries respectively 300, 200 and 150,	650	0	0	7,800	0	0
Librarian,	30	0	0	360	0	0
	1,780	0	0	21,360	0	0
ORIENTAL DEPARTMENT.						
Two head Moulvis at 300 Rupees each,	600	0	0	7,200	0	0
Two Moulvis of second rank at 100 Rupees each,	200	0	0	2,400	0	0
Two Ditto of third rank at 80 Rupees each,	160	0	0	1,920	0	0
Four Moulvis of fourth Ditto at 60 ditto,	240	0	0	2,880	0	0
Two Bengalee Pundits at 40 and 30 Rupees,	70	0	0	840	0	0
One Librarian,	25	0	0	300	0	0
SUNDRIES.						
Two Gold Medals, in value 100 rupees each, to be presented yearly to the most proficient Scholar of each department,	0	0	0	200	0	0
Pecuniary rewards to proficients of the English Department,	100	0	0	1,200	0	0
Ditto ditto, for Oriental Department,	100	0	0	1,200	0	0
SERVANTS.						
Accountant and English writer,	30	0	0	360	0	0
Duftaree,	8	0	0	96	0	0
Four Guards at 5 rupees each,	20	0	0	240	0	0
Two Hurkurahs at 5 rupees each,	10	0	0	120	0	0
Two Bhistees at 5 ditto,	10	0	0	120	0	0
Three Sweepers at 4 ditto,	12	0	0	144	0	0
Two Furrashes at 5 ditto,	10	0	0	120	0	0
Total,.. Rs.				40,700	0	0

5th. "The Honorary and pecuniary rewards may be awarded after the yearly examinations according to such scheme of distribution as may be predetermined either by special direction or general rules.

6th. "The institution should be placed under the direct control of the General Committee, or some section thereof, without the intervention of any local committee.

"The last suggestion appears to the Sub-committee advisable because the proximity of Hoogly admits of prompt communication and occasional visits of the Members of the General Committee, and because it ensures a supervision of the affairs of the College more unvaryingly efficient than can be hoped from that of the civil functionaries of the place, who are often changed, and, unlike the Members of the General Committee, never chosen on account of zeal in the cause of education.

"It is the opinion of the Sub-committee that a College on the foregoing principles and plan should be instituted at once, suitable premises being hired at Hoogly; but it does not appear necessary that the proposed establishment, should be forthwith entertained in full. The Principal Professor and teachers being selected, the others may be gradually appointed as the schools progress."

Dr. Wise was accordingly appointed Principal of the College and Professor of Mathematics and Natural Philosophy. Mr. J. Sutherland, Professor of English literature, and Mr. Cooper Head Master, while Moulvis Sulaiman and Mahommed Akbar were appointed Head Teachers in the Oriental Department. A large house built by General Perron was hired for the temporary accommodation of the College.

Under these circumstances the College was opened on the 1st of August last, and within three days 1,200 names were entered upon the books in the English department only. In consequence of this unexpected concourse of pupils, Dr. Wise was obliged temporarily to employ five new Masters, and to limit the reception of applicants to the last Saturday of every month. He attributes the numerous applications for admission to the populousness of the neighbourhood, and to the natives perceiving the advantages of a good education in improving the prospects of their children; and he adds the following remarkable facts, "that there is a growing taste for the cultivation of English literature is proved by the fact of many of the students attending the college from a distance of six and eight miles, and more particularly from upwards of two hundred boys hav-

ing joined a school which was originally supposed only to impart a knowledge of the language and science of a foreign nation, without having first learned to read or write their own language."

On the opening of the College about 300 students entered their names in the Oriental Department.

In the beginning of September two Members of the Committee proceeded on deputation to Hoogly, and at their recommendation the following measures were resolved on.

1st. To divide the English department into two schools, the upper and lower.

2nd. To divide each school into four classes, and to prescribe for each class a routine of studies distributed on particular hours.

3rd. To divide each class into as many sections as might be required, each of which should be the duplicate of the other.

4th. To increase the number of ordinary teachers to sixteen, including the two professors, and to appoint nine monitors on salaries of five rupees each.

5th. To appoint a teacher of Surveying.

6th. To appoint an infant schoolmaster for the instruction of the youngest boys.

7th. To increase the number of Bengalee teachers to eight, and to assign a fixed time in each class of the English department for the study of Bengalee.

8th. To increase the number of Persian and Arabic teachers to eleven.

9th. To restrict the Collegiate studies to secular learning.

10th. To establish the same distribution into schools, classes, and sections of classes, and to have a prescribed routine of studies for each of the 33 working hours in the oriental as in the English department.

11th. To appoint Mr. Walters the Commissioner and Mr. Samuels the Magistrate, who had shown an anxious desire to second our views, visitors of the institution.

12th. To designate the new institution the "College of Mahommed Muhsin" in compliment to the benevolent founder.

Shortly after this a Persian writingmaster and two sirkars to teach Bengalee accounts, were employed. The four verandahs of the College were also enclosed with mats and bamboos, and two spacious bungalows were built connected with the College by covered ways, in order to obtain more room and to ensure a more complete separation for the different classes.

In accordance with our resolution to that effect, Dr. Wise furnished a scheme for the distribution of the studies both in the English and Oriental departments which was carefully revised by us. The revised scheme will be found in the Appendix, No. 13.

On the 4th February, a Deputation of our Members with Sir E. Ryan at their head proceeded to Hoogly for the purpose of superintending the distribution of the prizes, and of inspecting the building now occupied by the College and the premises of the endowment. The sum of 845 rupees was distributed in prizes of various amounts among the pupils of the oriental department, while books were given to the most distinguished pupils of the English department. The members of the deputation were gratified by the order which prevailed among the numerous classes in both departments.

At the period of the annual examination there were 1,013 students belonging to the English department of the College, of whom 31 were Mahommedans, 34 Christians and 948 Hindus.

In the Arabic and Persian classes there were 197 students, of whom 138 were Mahommedans and 81 Hindus.

The following extracts from the Principal's annual Report will be read with interest.

"The Masters are enjoined in the 1st place to use their best endeavours to give the boys a good pronunciation, and a necessary stock of useful words, and 2ndly, to convey to them a grammatical knowledge of the language, with information in the most useful branches of learning; such as History, Geography, Arithmetic, Writing and Composition.

9th. "With these objects in view the master addresses the whole class, and the boys are indiscriminately questioned on

the subject before them, so as to enable the master to explain, and enlarge upon such points as are important or difficult to be understood. To encourage attention, and promote emulation, the position of the boy varies with the scale of his attention and proficiency, and the daily result is recorded in a table kept for this purpose. At the monthly inspection of the classes this table is consulted, changes in the classes are made accordingly, and any suggestions which the masters may have to offer are taken into consideration, and adopted if approved of.

"The tuition afforded in the college of Mohammed Muhsin has not been confined to English. Superior Pundits were appointed to afford to the Junior classes the advantage of a thorough knowledge of their own language in reading, writing, arithmetic and composition. During the period employed in these studies the acquirement of the English language is considered as a subordinate object, and less of their time is consequently devoted to its acquisition. But as the scholars become better acquainted with Bengalee, the time which they before bestowed upon it is diminished and their hours are more constantly occupied in the study of the English language. This system is continued until they are considered eligible for the Upper School, when they are almost entirely engaged in the acquisition of the higher branches of English literature and science.

"The want of scientific works in the Bengalee language, the rapidity with which the boys acquire a competent knowledge of reading, writing and arithmetic, and the importance of a knowledge of the English language, point out this plan as the most rational and useful in regard to the future progress of the Native students. A knowledge of Bengalee sufficient to enable them to transact business with their own more illiterate countrymen, *is all that is absolutely requisite* in that department; but in order to encourage *a critical knowledge* of the vernacular language, and to give the students *habits of correct composition* in both languages, translation from the Bengalee to the English, and from the English to the Bengalee is practised in

the higher classes, and prizes are held out to those who may distinguish themselves most in these exercises.

"During the four months in which the College has been in operation, the scholars have laboured under peculiar disadvantages, chiefly owing to the unexpected increase in their number, which rendered it necessary until qualified teachers could be selected, to employ the students of the highest class as monitors in the lower school, a circumstance which tended much to their own prejudice, from the interruption which it occasioned in their studies; as well as from the various and defective modes in which these juvenile teachers had acquired their knowledge of the English language. Another disadvantage under which the scholars laboured, arose from the changes which we were obliged to make in the different classes, as new teachers, and new scholars continued to arrive; and the imperfect manner in which a large proportion of the boys had been previously taught necessitated us to keep them for a much longer period in the elementary branches than will again be requisite.

"Under all these difficulties, however, I have much gratification in being able to report that the progress made by the assiduity of the pupils, aided and directed by the zeal of the masters, has been most satisfactory, and affords us every reason to look forward with confidence, to the advantage which the country must ultimately derive, from the institution of the College. The sketch in Appendix D, will afford the General Committee of Public Instruction the means of judging of the proficiency of each of the classes, as exhibited at the annual examination.

"In the arduous duty of organizing and superintending the labors of the College, it gives me much pleasure to acknowledge the valuable assistance which I have derived from Mr. Cooper, as well as from Mr. Beatson the head master of the Lower School.

"I anticipate great benefit to the institution from the addition of Mr. Sutherland who has now joined, and will be employed with myself, in instructing the head class. He will take the department of literature, and I that of mathematics and physical science, according to the plan previously settled.

"The masters and students, especially the former, are most anxious to improve themselves by a course of reading out of school, but, for want of a Library well furnished with standard English works of reference, and general literature, they have not the means of indulging this laudable desire; and I trust, therefore that this great desideratum will soon be supplied*.

MOHAMMEDAN DEPARTMENT.

"Moulvis have been appointed by the General Committee to teach the Arabic and Persian languages commencing with the first principles, and ascending to the highest branches of the Eastern science. Two hundred students attend this department; and although less regular in their attendance, and less systematic in their plan of study, evince unequivocal evidence of a desire to profit by the advantages which they possess in the College. As these advantages become better known, and the classes become filled with those who have passed through a more regular course of study in the lower classes, a more marked proficiency will, I have no doubt, become apparent in the higher branches of study.

"The students attached to the oriental department of the College are for the most part boys engaged in studying the first rudiments of the Arabic, or in reading easy Persian books. The students who have made a respectable progress in their Arabic studies are those who belonged to the Imambarrah Madrassa. These do not include the pensioned students, who have retired to their homes, in this neighbourhood, where they remain in a state of idleness, in the hope their pensions may be restored to them, in which case they propose again to resume their studies.

"Much liberality of sentiment has been shewn, by some of the Moulvis of the College in discussing several of those branches

* The large supply of Library books mentioned in the last Report as having been ordered from England, has since been received and distributed among the different seminaries.

of science, which have been hitherto neglected, or taught on erroneous principles in our Eastern Seminaries. In one room drawings of the different systems of the universe are exposed, and globes and orreries exhibited, and the fanciful theory of Ptolemy is contrasted with the simplicity of the Newtonian system of the Universe.

"With similar expanded views of science, one of the Moulvis is shortly to commence a course of lectures on General History and Physical Geography: two branches hitherto almost unknown in the East; and as these lectures are the fruit of much research, they will, I have no doubt, when better understood, become very popular.

"The acquirements of the classes, which are principally composed of Hindus, as exhibited in the annual examinations, are limited to a scanty knowledge of Persian books, such as the Gulestan, Bostan, Zulikha, Sikandar Namah, &c. in which they have not made any considerable progress. It required a long time and much labour to clear them of their defective pronunciation, and other bad habits, which they had formed.

"The higher classes are principally composed of Mohammedans who are learning the Arabic Grammar. Some have advanced to the first books of law, and a few are reading the Hidaya and other scientific books. I have pleasure in recommending these students to your notice from the satisfactory progress they have made during the short time they have been attending the College, as it proves the diligence with which both the teachers and scholars have attended to their respective duties since the College was opened.

Proposed Improvements.

"In considering the state of the Junior classes, it occurs to me, that we should introduce a great improvement into the Institution, and at the same time confer a real boon upon the people, were we to encourage the attendance of *boys* of from three to seven years of age, and afford them, at that early age, the means of obtaining a knowledge of the vernacular and Eng-

lish languages, and at the same time instruct them in general knowledge. This I conceive would be most readily and most effectually accomplished by oral instruction, with the assistance of delineations of the most common and useful objects, which might be explained to them with their most important applications; in fact by the establishment of an Infant school.

"The advantages of such an institution are sufficiently obvious. It would encourage parents to send their children to school at an age when they are now spending their time in idleness, and would thus remove them, in some measure, from the contaminating influence of their ignorant and superstitious relations. It would also, I conceive, accustom them to early habits of discipline, while it would exercise their senses, at a period of life when the mental perceptions are most vigorous, in a manner highly beneficial to their morals and understandings.

"For the present, until more suitable arrangements can be made, one of the Bungalows annexed to the College might be given up to these boys, and I would earnestly recommend that an intelligent master, duly versed in the system, and supplied with the necessary apparatus should be immediately appointed for the purpose of affording them instruction.

"I have reason to believe that the services of such a person, could now be secured for a salary of from 70 to 80 rupees per mensem, to which sum, from the knowledge required, and the arduous nature of the duties, the master appears to me to be fully entitled.

"The large and increasing population of the towns in this neighbourhood, seems to point out the very great advantage which might be derived from the establishment of Branch Schools in a few of the most populous situations with a view to the instruction of the children in the Elements of the English, Persian and Bengalee languages. In these institutions the scholars might acquire a grammatical knowledge of the languages taught, with writing and arithmetic; and the best scholars might thence be eventually drafted into the College, on their coming up to a fixed standard of proficiency, to be tested by

actual examination. But as many of the boys, who would attend the Branch Schools may not be able to afford a residence at a distance from their homes, and would thus be unable to obtain the advantages of attending the College classes, it would be necessary to make these schools as efficient in themselves, as possible, by appointing able masters to conduct them.

" The situations I should in the first place suggest, for these Branch Schools would be at Pundua and at Bagh Balore, which last place is on the opposite side of the River from Hoogly. There are twenty biggahs of land at Bagh Balore belonging to the Imambarrah on which the necessary buildings might be erected, and as it only yields on an average of the three last years, an annual rent of twenty-nine rupees, I suppose the Board of Revenue would have no objection to give as much of it as might be required for the above purpose. It is situated in the centre of a very populous neighbourhood, and an English school there, I have every reason to believe, would be very well attended; and as there are very few Musalmans residing there, and several excellent Bengalee schools, an English branch school is all that would be required.

" As it is probable many of the boys who now come from a great distance to attend the College will join these branch schools, it will enable some of the masters on that establishment to be attached to them, and will consequently diminish the estimate of their probable expence, as stated in Appendix F."

There is also an Anglo-Persian department consisting of boys learning both Persian and English, which at the period of the examination was divided into three classes. The Principal reported that the students of this department were the most irregular in their attendance, and the slowest in their progress of any in the College, although under two active and able masters; and he stated that this was owing to their endeavouring to learn two foreign languages at the same time, by which their progress was rendered unsatisfactory in both, and they often became discouraged and lost their desire to learn. In order to infuse as much efficiency as possible into this depart-

ment of the College, Dr. Wise proposed that Moulvi Zainuddeen Husain of the Oriental Department should be appointed to the charge of it, in the hope that the Moulvi "from his intimate knowledge of English, and his general and scientific information would be able to explain to the class, who know little English, the difficulties of the language, and interest them in the study, so that they might be induced to avail themselves of the instruction afforded in the Upper School." We sanctioned this arrangement which is also attended with the advantage of adding an able English master (Mr. Arrow late in charge of the Anglo-Persian classes) to the English department where he is much wanted.

In order to render the Library as soon as possible available for the masters and students, Dr. Wise proposed that the books included in the list, which will be found in the Appendix, No. 14, should be at once procured at Calcutta. This proposal received our sanction, and Mr. Sutherland the professor of English literature, kindly undertook to procure them. We take this opportunity of mentioning that Baboo Deenonauth Dutt has presented a pair of very handsome globes, and Mr. Samuels four Maps of the four quarters of the world, and a chart of the world to the College.

With a view to increase the interest felt by educated persons residing in the neighbourhood in the success of the institution, and to make it more generally instrumental in the diffusion of knowledge, Dr. Wise proposed that persons not belonging to the College should be allowed the use of the Library on their paying a small monthly contribution in proportion to their means. We sanctioned the adoption of this plan as an experiment and left it to the discretion of the Principal and visitors of the College to regulate from time to time the rates of subscription to be demanded; and we directed that the sums so realised should be credited to the Library fund and applied to the purchase of new books. The Hoogly Library rules founded on this principle will be found in the Appendix, No. 15.

The Principal has requested to be supplied with scientific

apparatus according to a list which will be found in the Appendix, No. 16, in order to enable him to commence his lectures on Natural Philosophy. Those articles which are to be had in this country will be procured at once, and the rest will be ordered from England.

The Principal has instituted a monthly meeting of all the teachers for the purpose of discussing subjects connected with the improvement of the institution and promoting uniformity of system on the part of all concerned in its management. His letter on the subject will be found in the Appendix, No. 17. We consider this arrangement well calculated to promote the objects intended, and we hope it will be imitated at all our large seminaries.

We have lately determined, at Dr. Wise's suggestion, that all the students who can afford it, should pay the full price of the books used by them, and the rest half the price.

As Mr. Walters has removed to Calcutta, where he has become a Member of our Committee, Mr. Lowis has been appointed visitor of the College in his place.

The subject of providing proper permanent accommodation for this important seminary has engaged our anxious attention, but we have as yet only been able to resolve that there shall be, in case your Lordship in Council shall approve of it, a College with accommodation for giving lectures to 600 students, and an elementary school in its immediate neighbourhood with accommodation for 800 scholars. The absence of the necessary local information, which we have now taken measures to obtain, has prevented us from coming to any further determination.

Dr. Wise deserves our best thanks for the satisfactory manner in which he has organised this great institution, and Mr. Sutherland, Mr. Cooper, and all the other teachers have cordially co-operated with him.

HOSHUNGABAD.

The following is the only report which was received of the progress of this school up to the end of last year.

" In reply to your letter No. 218, 7th April, calling for a report on the annual examination for 1836, &c. I beg to state that since November last, I have been out in camp making the settlement, which I trust will be completed by the end of this month, when I shall have more leisure to attend to the School; a list of the Scholars I have the honor to send. I find it very difficult at first to induce the people to apply for instruction of any kind; either Hindi or English.

" I have no doubt that when I return many will be induced to attend, and in the next quarterly report a more favorable result shewed."

The return forwarded with the above letter contains the names of twenty pupils, of whom four appear to be Mahommedans, one a Christian and the rest Hindus. Their studies were up to that date merely elementary, which was to be expected from the recent date at which the school was established.

JUBBULPORE.

The absence of Mr. Shore has prevented us from receiving the usual annual report, but the state of the school at the beginning of February last, will be seen from the following letter from the head-master.

" The Jubbulpore Government seminary was established on the 22nd August last, under the superintendence of the Hon'ble Mr. F. J. Shore, Agent to the Lieut. Governor North Western Provinces, about a month and a half after my arrival at this station, owing to the difficulty experienced in finding a suitable house for the purpose of a public institution. To the English school a Hindi class was coevally attached; the number of pupils in the former amounts at present to 17, while those in the latter amounted to 64 on the close of the year 1836, since which time there have been a few more admissions.

" But the thing to which I wish to solicit your attention most, is the total want of the means of instruction. No supply of books having been previously received, I was ordered to write out a few alphabets and to teach the boys therewith.

This, as you can very well conceive, was soon over; it was the work of two or three days with expert lads, and then followed the combinations of letters, all the while daily expecting to be favored with a supply of books from the presidency, for which Mr. Shore wrote soon after the opening of the school. In this way, inconvenient as it was, I continued instructing the boys by the best of means I could command, till the increased wants of the pupils made it absolutely necessary to send for a few spelling books, No. 1 from Benares by dak in December last. Be this as it may, allow me further to inform you that there has been no examination this year owing to the severe indisposition of Mr. Shore for some time past, who left this station on the 27th *ultimo*, for the benefit of his health, leaving the school to my sole charge, there being, as yet, no Local Committee formed. It is to be feared that the Gentleman who will succeed him will scarcely be able to attend to the interests of the school for some time to come, as matters of comparatively greater consequences will press on his attention on his assuming the charge of the Agency.

" In this dilemma I have thought the course herein adopted the most expedient to bring to your favorable notice the state of the school, and there by promptly to meet the immediate demands of its pupils for books, &c. some of whom will in the course of a week or two, finish the English spelling book No. 1. I have much pleasure however to inform you that the expected arrival of the books per *Matabanga* (of which I have lately received an invoice from the School Book Society, who have been pleased to appoint me their agent for the disposal of their publications here,) will soon put a stop to the existing demands for them, for I think I shall be able to persuade the boys, though with some difficulty, to pay for their books. I therefore request you will kindly forward some slates, stationary and some copies of the English Reader, No. 1, as that work has not been included in the above invoice.

" With regard to the mode of education given in the Hindi class I beg to observe, that a work entitled " Rajneet" or Royal

maxims, by one Raja Trilokesingh, forms the groundwork of instruction. After the boys have gone through the first rudiments of the language, they are taught to write and learn by heart a *sloke* or half every day according to the capacity of each. Most of these Hindi students, it is presumed, will be promoted to the English school gradually as they acquire some knowledge of their mother tongue. The Hon'ble Agent having given an express order (perhaps a very wise one) that no boy is to be admitted to the English department unless he knows something of the Hindi language, or at least be conversant with one native dialect.

"This order, together with several local circumstances and those above detailed, will in some measure account for the cause of the present limited number of English pupils, but there is every hope, I respectfully beg to assure you, that the school here will in time be a flourishing one, as many of its pupils are of respectable connections and manifest an inclination to become acquainted with the treasures of the English language and literature."

Much as we desire to encourage the cultivation of the vernacular language, we think it would be very unadvisable to make the attainment of a certain degree of proficiency in it a necessary qualification for admission into the English classes. If a foreign language is to be learned at all, it cannot be commenced too early. The capacity of learning languages idiomatically and with a correct pronunciation, unlike other studies, rather diminishes than increases as children grow older, and when a new language is commenced at an advanced age, it is very seldom properly attained. We think it far preferable that the study of English and of the Vernacular language should be carried on simultaneously through the whole period of scholastic instruction, and we are anxious that pains should be taken by constantly exercising the students in translation and original composition, to enable them to write with facility and correctness both in their own and in the English language.

MAULMEIN.

The last regular report we have received from this Institution was for the 2nd quarter of 1836, at which time there were 107 pupils, of whom 42 are Christians, 40 Buddhists, 7 Hindus, and 1 Mohammedan, and the religion of the rest does not appear from the returns which have been furnished.

The Report was accompanied by the following letters.—From Mr. Blundell, Commissioner in the Tenasserim Provinces.

"I have the honor to forward you the report for the second quarter of the present year of the Maulmein school, accompanied by a letter to my address from the Master Mr. Bennett.

"I beg to add my testimony to the great progress evinced by the scholars, and to assure the Committee, that considering the comparatively recent establishment of the school, the result has hitherto been most satisfactory.

"I shall have the pleasure of making a more detailed report on the school at the close of the year, when the periodical examination, prescribed in your letter of the 18th June last, has been held."

From Mr. Bennett Head Master.

"I have the pleasure herewith to send you the quarterly Report of the Maulmein Free School, ending June 30th, 1836, from which you will perceive the school has kept on the even tenor of its way without any very great addition or diminution. The excitement which was produced at first, from the novelty of the Burmese learning English, has settled down, we hope, into decided favor. As much interest is taken by the natives in the school as could be expected, especially when we take into consideration their almost entire ignorance in regard to the benefits which are likely to accrue from it to their children. The school is greatly in need of a few articles, which are named below, and the more especially, as we have sent many of our books and slates, &c. with which this school has never yet been fully supplied, to the flourishing school at Mergui, and which will probably draw on us ere long for another supply."

In December Mr. Blundell reported that Mr. Bennett had resigned his situation, and that the school was closed owing to his inability to supply the late Head Master's place even temporarily; but such appeared to be the anxiety of several of the boys formerly at the school to continue their English studies, that at their own request he had placed them in a Regimental school for the instruction of soldier's children. "This fact," Mr. Blundell observes, "convinces me that there is an anxious spirit abroad for the acquisition of the English language." On this we appointed Mr. Hough to the charge of the school, and made a grant of 50 rupees from the general fund for the purpose of making up his salary to 300 rupees a month. Mr. Blundell reported that if he deducted any thing more on this acconnt from the Tenasserim school fund of 500 rupees a month, the funds at his disposal would remain inadequate to the establishment of minor schools at Tavoy and Mergui, and that of vernacular schools throughout the country.

MEERUT.

The students in this seminary have fallen off since the end of 1835 from 112 to 106. There are at present 21 Christians, 33 Mohammedans, and 52 Hindus.

The head class was stated to have commenced the reader No. 7, to parse moderately according to the elements of Murray's grammar, to know a little of Geography, and to have advanced as far as simple proportion in Arithmetic.

The Head Master further reports as follows: "With the exception of the oral reading of the pupils in the classes mentioned, which I hope to correct by attentive practice interspersed with some simple directions, the chief defects appear to me to arise from too rigid an adherence to memoriter modes of teaching. I am aware that the introduction of a more intellectual system can only take place by degrees; still it is my wish as early as possible to commence with the pupils more immediately under my own care some exercises of an investigative cha-

racter, particularly on the subjects of Grammar and Arithmetic.

"The branches of Geography and History are as yet, altogether in limine, and perhaps the latter would, if studied according to the usual methods, occupy too much of the time that might be devoted to other purposes. I therefore beg leave to suggest the omission of class books on that subject, unless for the purpose of private reference, at least for some time to come, in lieu of which I shall, with the approbation of the Committee, endeavour to arrange a synoptical form of instruction, which will at the same time condense the subject, and exercise the thinking powers of the pupils in tracing out and connecting collateral events.

"I am gratified by observing in many of the native youths in the Institution, a degree of self-respect tempered with docility, that affords me hope of awakening a spirit of sober emulation in general, and on that I found whatever expectations I have yet formed of realizing those with which the Committee have thought proper to honor me."

Mr. R. N. C. Hamilton, who was then Secretary to the Local Committee, sent us at the same time the following interesting report. "The Local Committee trust the results exhibited in the statements will prove satisfactory to your Committee. They desire me to remark that the senior classes in the school have suffered disadvantage from the absence of a Head Master during the greater portion of the year; and that although the advancement made by the boys is generally creditable, yet as compared with the classes who have benefitted by regular and uninterrupted instruction under Shamachurn, their progress is less than under similar advantages it otherwise would have been.

"It is unnecessary for me to dwell on the importance of an uniform and regular system without which it is impossible that boys can be brought on and perfected, nothing being more detrimental to them than a change of masters which necessarily involves a serious interruption to their studies and a consequent

suspension of their education. These remarks are necessary to explain how it may have happened that the expectations formed at the last annual examination have not been fully realized. The sudden departure of Mr. Sinclair placed the school in circumstances which it is hoped may never again occur. On the zeal and assiduity of the present Head Master, Mr. Halford, the Local Committee rely for the most satisfactory results, and they feel confident his exertions will be unremitted in promoting the character and objects of the Institution.

" An examination of the boys was held at the school by the committee, and prizes awarded to such of the boys as had become entitled in the examination.

" The expences of the Prizes (Books) distributed was defrayed by the President, and will not be chargeable to the funds, which show an increase of rupees 388-5-7 as noted in the margin*.

" The Local Committee in consideration of the rapid improvement, great proficiency, and extreme regularity of Deenanath the first boy in the school, have conferred on him the office of Librarian, the salary of which (10 Rs.) will be drawn for in the January Abstract. The committee are sanguine that such a reward will operate more beneficially in stimulating the senior boys to exertion than any other means at present at command.

" With a view to encourage emulation, the committee have determined that the office of Librarian be open to competition and be given to the boy who may have most distinguished himself at the half-yearly annual examination.

" The funds of the school will admit of the services of Mr. Harris and Mohammad Hosain being retained for another year at an expence to the school of 120 Rs. per mensem.

" The Local Committee are happy to state that a pupil by name Ramprasad has qualified himself, and obtained a situation under Captain Brown of the Revenue Survey.

* 1st January, 1836, ... 2454 14 8.
Ditto, 1837, ... 2843 4 3.

"The committee beg to notice a fact which they trust will be considered as best evidencing the reputation already acquired by the Meerut Free School. The Raja Poorun Singh of Rewaree has sent his son Tularam with attendants to Meerut, in order that the boy may be educated in the school.

"The following register of attendance shews a degree of regularity highly satisfactory.

18th	January, 1836,	81
1st	February, ,,	87
1st	March, ,,	85
1st	April, ,,	82
1st	May, ,,	80
1st	June, ,,	77
1st	July, ,,	81
1st	August, ,,	89
1st	September, ,,	82
1st	October, ,,	77
1st	November, ,,	91
1st	December, ,,	90
2nd	January, 1837,	94

"I am desired to express the satisfaction with which the committee have viewed the conduct of Samachurn, which has been uniformly attentive and unremitting, and highly creditable to his character.

"The committee would like to see a master appointed for the purpose of affording instruction in the Vernacular language. At present however the fund at their command will not authorize the necessary expenditure, but they take the liberty of adverting to the subject should your committee be disposed to take it into consideration."

We entirely agree with Mr. Hamilton that frequent changes of management are attended with serious detriment to the progress of a seminary, and we make it a rule never to transfer a teacher to another station without some well grounded reason. In this instance Mr. Sinclair resigned his situation of head master of the Meerut school, and we were therefore obliged to

send a new master to supply his place. The person selected (Mr. Halford) was a teacher in the Hindu College, and we have no doubt that the standard of proficiency will be much raised under his management before the next annual examination.

As it appeared from the last paragraph of Mr. Hamilton's report that the Local Committee at Meerut wished to encourage the cultivation of the Vernacular language in combination with English, we authorised them to employ a Hindustani teacher, charging his salary to the general fund.

MIDNAPOOR.

This school was established and supported for some time by private subscription. It was made over to us in September last with a school-room and an accumulated fund of about 2000 rupees.

No examination took place at the usual time in consequence of the school having been placed on a new footing, and an entire change of books having been introduced, which rendered it useless to conduct an examination for which the boys were not prepared.

At the end of 1836 there were 45 Hindus, 9 Christians and one Mohammedan in the school, or 56 in all, and the head class were stated to have made the following progress in their studies.

No. 2 Spelling, to page 14.

No. 3 Reader, to page 38.

Lennie's Grammar, to page 12.

Clift's Geography, to page 2.

Arithmetic from Numeration to Division and writing.

The following letter from Mr. Tydd the head master, accompanied the quarterly report.

"In submitting the return of the Midnapore school for the quarter ending 31st December, 1836, I beg to notice, that the number of students has increased from 36 to 62, out of which 7 have left the school, leaving 22 remaining more in this than the preceding quarter. The whole of the native inhabitants of this place are not as yet informed that the school is thrown

open to all, and I doubt not when it is known many more will attend.

" The boys have been more regular in their attendance and behaviour the last month, than they were before; the Doorga Pooja which took place in October occasioned the great number of absences as seen in the return, the boys having gone to spend the festival at their respective homes.

" The quantity of lessons learned during the quarter by the boys of the 1st class appears small, because most of the books were introduced about the middle, and Clift's Geography not until a few days before the expiration of the quarter; and as the books read previously appeared not adapted to the capacities of the boys in general, I have discontinued them, and they are therefore unnoticed in the return.

" The proficiency of the boys cannot as yet be much spoken of, but for the short time I have been here, they have improved much, especially in reading and pronunciation, and most of the boys of the first class can understand the 3rd number of the Reader with very little assistance, and know grammar so as to parse sentences etymologically.

" The Natives of Midnapore are very deficient in their own language. There is not a single Bengalee school about the place, where any thing above mere reading and the elements of arithmetic are taught, so those learning English will never be able to translate properly any thing into Bengalee, and the study of English is much impeded, by their inability to understand the Bengalee meaning for English words. I therefore think it highly necessary to have a Bengalee Teacher attached to the school; a salary of about 10 or 15 rupees would be sufficient to engage the services of a competent individual for the purpose."

Upon this the Local Committee remark that they fully concur in Mr. Tydd's observations, and that although he expresses himself modestly as to the proficiency of the boys, the progress they have made is very satisfactory. They considered the proposition contained in the concluding paragraph of Mr. Tydd's letter very judicious.

We willingly sanctioned the appointment of a teacher of the Vernacular language on a salary of 15 rupees a month.

A quarterly return subsequently received is accompanied by the following remarks.

"I make nearly all the boys pay for the school-books they use. Those who are admitted gratis and have books free, I find inattentive and ultimately to leave the school without effecting anything; therefore I have made it a rule to give no boys the free use of school-books without an order from you.

"I have established a Depôt for the sale of the School-Book Society's publications in the station, so you will have to apply to the General Committee only for such books as cannot be found in its catalogue."

MURSHIDABAD COLLEGE.

Captain Ousely kindly consented to go to Murshidabad to hold the annual Examination, and we received the following report from him through the medium of the Local Committee.

"The number of students that attended for examination in the Persian and Arabic departments was 67, of whom 45 study Persian, and 22 study Arabic.

3rd. "With the exception of four students who have been attached to the Madrussa for a period of six or seven years, none evinced any considerable degree of proficiency in Arabic; although several were well versed in Grammar, and the usual elementary Law books.

4th. "The general progress of the students in Persian was more satisfactory, but not such as might be expected from the means of tuition afforded by the establishment.

5th. "It was manifest indeed from the performances of some individuals who had long been attached to the College, that considerable neglect of study had prevailed, and the answers of even the best scholars occasionally bore marks of carelessness and inattention.

6th. "By the adoption however of a better arrangement in classing the students, and the introduction of a more regular

system of study than at present exists in the Persian and Arabic departments, the number of students might be increased considerably without inconvenience, while the efficiency of the institution would be improved in other respects.

7th. " I have accordingly at the request of your committee explained to the Modurris the system on which he is to proceed, and he appears to comprehend very clearly the advantages which may be gained in point of time and labour by the adoption of the plan which has been suggested.

8th. " In the English department twenty-two of the Sahebzadahs, or relations of the Nawab, presented themselves for examination. They have been attached to the school at different periods. Some have been only two months learning English and none more than ten months.

9th. " The Sahebzadahs are divided into four classes. The first and second have advanced as far as No. 4 of the Reader, and appear to understand and parse pretty well what they have learnt.

10th. " The third class read No. 2 of the Instructor, and the fourth No. 1 of the same little book ; some of the boys understood what they read tolerably well, but the pronunciation of the two last mentioned classes is very defective at present.

11th. " In addition to the family of the Nawab are forty-five students, Mohammedan, Hindu and Armenian, attached to the English school, and divided into five classes.

12th. " The first class consists of four Hindu lads who have read 120 pages of Marshman's Brief Survey of History, the first chapter of Marshman's History of India, and 10 pages of Clift's Geography. They read, translate, and parse pretty well, and their pronunciation is not bad with reference to the short time they have been engaged in the study of English.

13th. " The boys of the second class have read 17 pages of the Brief Survey of History and 1½ pages of Clift's Geography ; they read and parse tolerably well, but are inferior in translating and in spelling to the first class.

14th. " The third and fourth classes read the English In-

structor Nos. 2 and 3 respectively. They are mere beginners, but full of emulation, and have made very fair progress for the short time they have been learning English.

15th. "The fifth class consisted of 15 candidates for admission, most of whom were acquanted with the alphabet, and their applications were at the same time recommended to the favorable consideration of your committee under the persuasion, that the General Committee of Public Instruction will be found willing to assist you in extending the knowledge of the English and of the Vernacular languages, should the number of scholars exceed the means of instruction now at your disposal.

16th. "A list of the students in both departments who appear to deserve the favorable notice of the committee for proficiency in their studies is appended to this letter, and I beg to recommend that a few prizes of small value be conferred on the individuals referred to."

During the past year a Local Committee has been appointed for the superintendence of this Institution, and the accumulations of the College fund, which amounted in June last to rupees 47,073, have been invested in Government paper bearing interest, until the whole or part shall be required to pay for the erection of a new College. Such a building is very much required, and we hope soon to receive from the Local Committee the necessary plans and estimates. The monthly income of the College is 1,666 rupees, which is sufficient for the support of a very superior seminary.

At the period of the annual examination there were 80 students on the books of the English department, of whom 58 were Mohammedans, 21 Hindus and 1 Christian. In the oriental department there were 88 pupils, of whom 82 were Mohammedans and the rest Hindus.

PATNA.

There are at present 102 pupils in this seminary, of whom 15 are Christians, 16 Mohammedans and 71 Hindus. At the preceding examination there were 135 in all.

In September Mr. Clift resigned the head mastership in consequence of his having been offered a better paid situation in the Opium department, and the school has since been carried on by the under master Mr. Foulis unaided by any other person. This will in part account for the falling off in the number of students. By a late arrangement Mr. Foulis is to take Mr. Arrow's place at Ghazeepoor, and Mr. Arrow will have charge of the Patna school aided by Mr. Finck.

In communicating to us the resignation of Mr. Clift the Local Committee observed, that it was highly gratifying to them to record the high opinion they entertained of the zeal, diligence and able management manifested by Mr. Clift while he had charge of the Patna School, which had secured to him the entire confidence of the Local Committee and fully supported the high character which he had acquired in other situations both under the General Committee and other control, before he joined the Patna station. We much regret the loss of Mr. Clift's services. He was one of our ablest teachers, and we owe to him the success with which our efforts have been attended both at Allahabad and Patna. He established the schools at those places and conducted them until the first difficulties had been overcome, and the institutions had been put into a regular train of management.

The examination was attended by nearly all the gentlemen of the Committee and their families, by a few native gentlemen and many natives of the middle class: and Mr. Tucker the late Commissioner for the Division presided and distributed the prizes. The classes were severally examined at considerable length, and in reference to the proficiency thus established the prizes in each class for English reading, writing, and pronunciation were awarded by the Committee. The other prizes were bestowed by a reference to the report of the head master. The Committee also in two cases gave extra prizes to competitors hardly inferior to those who gained the first prizes. The knowledge acquired by the boys is stated to have been considerable in almost every class, and the Local Committee were on the

whole satisfied with the result of the examination. It did not carry with it an impression of equal success with that of the preceding year, but the Local Committee justly observe that this is no disparagement to Mr. Foulis whose zeal and anxiety to perform his duty efficiently are very praise-worthy. It was not to be expected that he should be able to do as much alone, as Mr. Clift and he together had been able to effect.

The head class are said to be learning Marshman's Univeral History, Geography, Syntax, and the derivation of words, Elementary Geometry and Arithmetic; and they are stated to be able to work problems concerning latitude and longitude, and to rectify the globe for the latitude of a place, the sun's place, and the length of the day and night. They have not yet made sufficient progress to attempt English composition. The Hindustáni department of the Institution has been in operation since the 1st of June, and is reported to be attended daily by all the scholars of the English classes.

The Local Committee observe that "it is a matter of great regret to them that the distance of the school renders it impossible for most of them to bestow on it that general personal superintendence which they would otherwise be happy to do, and which they feel would be useful. The attendance of the boys does not seem in many cases to have been so regular as could be desired, and this might in some measure be overcome by more frequent visits on the part of the Committee and the encouragement which this would evince. They will endeavour however, if possible, to establish some system by which the difficulty may be met."

POOREE.

No report has been received from the Local Committee of this Institution.

RAJSHAHI.

A few years since a school was established at this place by private subscription, and two bungalows were built; one for the

school-house, and the other for the residence of the master. The funds of the association however soon failed. The school was obliged to be given up. One of the bungalows was sold to pay the debts which had been incurred, and the other had a mortgage on it of 200 rupees.

The subject was brought to our notice by Mr. Adam in his educational report on the Thana of Nathore in this district. We appointed an able native Master, Sháradáprasád Basu, and agreed to pay off the mortgage on condition of the bungalow being considered our property. The Local Committee, from their own funds appointed a teacher of the Vernacular language.

The following is the report of the Local Committee on the result of the annual examination.

"A public examination of the pupils was held about the middle of January, and the Local Committee have much pleasure in being able to express themselves fully satisfied with the result. The examination consisted in reading, spelling, parsing, geography, arithmetic, and translations from Bengalee into English and English into Bengalee. In all of these the senior boys shewed considerable proficiency and the progress of the junior classes was also satisfactory.

"Great credit is due to the head master Sháradáprasád Basu for his zeal and unremitting attention to his duty in the English department; he has until very lately been totally unassisted, and even now, the aid which he receives from the monitors is very trifling, as there are none sufficiently advanced to be intrusted with the duty without a constant supervision on his part.

"There are at present 98 boys receiving instruction, and it is my intention to propose to the Local Committee, that the number should be limited to 100 for the present, as with reference to the capabilities of the establishment and size of the school bungalow, a large number cannot advantageously be accommodated. I shall do myself the pleasure of addressing you ere long, regarding the transfer of the school bungalow to the General Committee of Public Instruction."

According to the quarterly report there were 90 Hindu students, two Mohammedans and one Christian, or 93 in all, at the end of 1836. The school has since much increased.

The studies of the head class during the last quarter of 1836 are stated to have been as follows:

The English Reader No. 4, from pages 50 to 70.

Brief Survey of History, from the 4th to the end of the 5th chapter, pages 25 to 50.

Repetition of Murray's Abridged Grammar, from Orthography to the Rules of Syntax; Geography, exercise on the maps of Europe and Asia, together with the boundaries of the other two quarters.

Arithmetic from the Rule of Three Inverse to addition of vulgar fractions.

The head master reports as follows on the result of the annual examination.

"I do myself the honor to forward you the second quarterly return of the students of the Rájsháhí school, from 1st October to 31st December, 1836.

"Since the half-yearly examination I have made some alterations in the classes, as well as in some other necessary points. In the two higher classes I wish to introduce the following books.

"1st Class. Marshman's History of India, Gay's Fables, Murray's large Grammar, and Guy's Geography, in addition to Brief Survey of History commenced some time ago.

"2nd Class. The English Reader No. 3, Murray's Abridgment Grammar, Universal History and Clift's Geography.

"3rd Class will have the former books of the 2nd, the 4th those of the 3rd, and the 5th will for some time longer, continue No. 1 Spelling.

"As for the supply of books, I think it would be better should this system be adopted; that is to make the boys who are in good circumstances pay for their books, and the rest that are very poor would be supplied either by the General or Local Committee. With this view I have already persuaded some to

buy the books that will be required in the class. In this school I have by examining the circumstances of the pupils, found that almost half of them are now capable to do so.

" I am sorry that the School-Book Society has no depot of books at this station. As the greater part of the books now used in schools are the productions of the Society's press. I therefore beg that the General Committee will be pleased to recommend it to form one here; then a great deal of inconvenience now felt for getting books, will be saved.

" The system of teaching by means of monitors being recommended by the Local Committee, I have elected three students from the 1st class to teach the three junior classes; and I shall before long report on the results of it. I now take their weekly examination every Monday; besides on other days I devote an hour or half to inspect their daily class duties.

" The school hours were at first from 10 to 4 in the afternoon, but the former arrangement not having well answered, I have been latterly obliged to increase an hour more.

" These boys are very deficient in Bengalee, and for want of proper class books in the language they could not make much improvement in it. I have consequently made no report on the Bengalee classes as I wished to have done. I have made out a list of the books both Bengalee and English required for this institution, and which I herewith beg to submit to the committee, who may either approve the same, or have their own choice, as they think best.

" I am happy in being able to state that the conduct of the pupils in general is daily becoming more and more satisfactory; and their behaviour towards each other is now much reformed."

SAUGOR.

There were 205 Hindus and 11 Mohammedans belonging to this school at the end of last year, which is a considerable falling off from the return of the preceding year. This is however satisfactorily accounted for by the changes which had interme-

diately taken place. The Persian and Mahratta classes were altogether abolished, the Hindee teachers were limited to six, the pupils were assembled in one place and divided into classes; and many who had been very irregular in their attendance were struck off the list.

Thirty-nine pupils appear to be now learning English and all the rest Hindi. The progress they have made will be seen by the following report of the Local Committee.

"The slight attainment which any pupils have made in other knowledge than reading, writing and arithmetic (in the Hindi school) precluded the committee from more than asking a few questions on the elements of geography, and these only from the 6th class. The method adopted was giving each boy a folded sheet of paper, on one side of which the questions were written, and on the other the answers in the presence of the committee; three of these papers are attached and will give the General Committee a clearer idea of the state of education in this school than any thing I can say.

"In Arithmetic the greatest progress has been made. Intricate questions regarding the prices of any component parts of a given quantity are solved by the boys of the 6th class with very great readiness and facility, the multiplication table in quarters, halves, one and a half, &c. &c. is perfectly familiar to them, yet they are unable to explain by what process they work out the solution of questions; the right result is obtained, but the means by which it is produced seem beyond their explanation. This is in part the fault of their masters for not thoroughly explaining the reason of each step.

"In reading many faults exist. The generality read too quick and pay little or no attention to the punctuation. Many have a bad habit of reading in a singing tone, and hardly any attempt to give the clear and distinct pronunciation to the words, which ought to be the first thing taught.

"The writing as far as the mere formation of the letters with many is very good, but there exists a general deficiency in orthography, and a habit of running the words together, this

latter fault rendering Nágari writing exceedingly difficult to read.

" The above mentioned faults have all from time to time been pointed out to the masters, and it is to be hoped that improvement will be the consequence, more especially as it has been intimated, that if they do not check these faults whenever made by the scholars, in reading, writing or spelling, they themselves will be considered as failing in their duty and unfit for their situations. In fact they are not duly qualified, but from having so little choice here we are forced to retain them, as being the best available for our object.

" The above remarks will apply to the other classes, due allowance being made for their relative progress, and in making them, unfavorable as they are towards the progress made in this school, the Committee are actuated by a desire to set it in its true light before the General Committee, and not to mislead them by representing it in too favorable a colouring.

" The studies of the three junior classes being confined to the elements of reading, writing, and arithmetic, the Committee did not consider it necessary to enter upon any examination.

" Of the English scholars little can be said. They are defective in pronunciation and in knowledge of what they read ; the literal translation of sentences can in few instances convey any idea to their minds, and beyond this their teacher Ramchunder is himself incapable of carrying them. The Committee look anxiously for the arrival of Mr. Delanogerede, in the hopes of finding in him a competent master to the numerous pupils who are desirous of instruction in English, and a zealous labourer in the field of native education.

" A prize has been awarded to the best scholars in this branch in the two senior classes. The progress made is very slight ; the Committee recommend them rather as an incitement to others than being actually deserving of such testimonial of approbation. It is not however the fault of the scholars who in general evince a great desire for the knowledge of English, but the incompetence of the present master, and want of books which has

hitherto delayed their progress. The Committee look forward to Mr. D.'s arrival to organize a more regular system of education than at present exists in this branch, and hope by the next annual examination to see their exertions in a fair way to be crowned by eventual success, well aware however that a long period must elapse before any great results can be expected.

" From a knowledge of the state of education in this school drawn from the above remarks, and the reports from time to time forwarded, the General Committee will be aware that it was useless attempting the composition of any thing like a prize essay either in English or Hindi. Original composition never yet having been attempted in the school. In the course of the present year it is intended to exercise the 6th class in the production of a weekly theme.

" With regard to prizes the Committee considering the general rules laid down as being chiefly framed to prevent too lavish a distribution, have ventured to depart from them, and in so doing to restrict the prizes to a fewer number than authorized, believing that they will be held in greater estimation if only given to such as may from regular attendance and superior progress, be considered the most deserving in each class. They have limited these prizes to the three senior classes in the Hindi School, and as in the 4th and 5th classes the attendance has been very irregular with the exception of Maya Tunkar, they have limited the prizes in each class to one, and awarded it in the former to Maya Tunkar, as most deserving from having combined regularity with good progress in his studies."

As this school has never been provided with competent teachers, it would be unreasonable to expect that much progress should have been made. Still much good is done by the school. A large number of children learn to read and write their own language and to keep accounts in a part of the country where these qualifications were formerly very rare. An English department of instruction has also been established, which if properly attended to, will hereafter furnish the means of carrying education to any extent that may be desired. We much regret that

so long a period has elapsed without our being able to find a qualified English master willing to proceed to Saugor*.

In October last the Local Committee and the Governor General's Agent brought to our notice the want of proper Hindi books. They stated that the greater part of those which are to be had are equally ill adapted to improve the reason or morals of the people, besides having so large an admixture of Sanskrit words as to be nearly unintelligible to the masters, and wholly so to the scholars; and they recommended that others should be supplied containing histories of India and foreign countries, with accounts of the habits, manners, arts, and sciences of their inhabitants, &c. from a perusal of which the scholars might add to their stock of information, at the same time that they attained a correct knowledge of their own language.

On receipt of this letter we addressed the School-Book Society which was established for the express purpose of preparing books of this kind, and stated that if the Society could produce a few works in polished Hindi of some intellectual and moral worth, an important desideratum would be supplied: and that besides those which would be required for the use of our schools, a considerable private demand for them would probably exist.

In reply we received the following letter from the Secretary to the School-Book Society.

" I have had the honor to lay before the Official Members of the Calcutta School-Book Society your letter of the 6th of December 1836, and am directed by them in reply to state:

1st. " They perfectly coincide in opinion with the Committee of Public Instruction as to the importance of preparing and printing a greater number of School-Books in the Hindi language, and have long regretted not having been able to do more in that department.

2nd. " They are happy to find the few works they have pub-

* Since this was written a competent Master has been engaged and has proceeded to Saugor.

lished in Hindui useful, and proof of it afforded by the demand that is made for new editions, and they have engaged to supply these editions with as little delay as possible.

3rd. "Though they have long solicited the assistance of gentlemen in the Upper Provinces, in the preparation of Hindui school-books without much success, they have at the present time, a better prospect of obtaining a supply of such books than on former occasions, and they hope, by the assistance now available, to be able, in some degree to meet existing demands.

4th. "They regret that their pecuniary resources are not such as to enable them to print all the books which from the contents of your letter, and the applications that are constantly made, they think truly desirable."

We have the honor to be,

My Lord,

with the greatest respect,

Your Lordship's faithful and obedient Servants,

T. B. MACAULEY,
EDWARD RYAN,
H. SHAKESPEAR,
H. T. PRINSEP,
B. H. MALKIN,
TAHOWER JUNG,
J. C. C. SUTHERLAND,
H. WALTERS,
ROSS D. MANGLES,
J. R. COLVIN,
J. YOUNG,
C. E. TREVELYAN,
R. J. H. BIRCH,
PROSSONNA COMAR TAGORE,
RAM COMUL SEN.

J. C. C. SUTHERLAND, *Secretary*.

July 7, 1837.

Abstract of the Cash Account of the General Committee of Public Instruction for 1836-37.

	Receipts.			Disbursements.		
Balance of last Account, ... Co.'s Rs.	12488	6	7	...		
Parliamentary Grant for 12 months ending 31st March, 1837, ...	106666	10	0	...		
Government Agent drawn on account, ...	6393	2	1	...		
Agra College Receipts for 12 and charges for 13 months ending 31st March, 1837. N. B. Sums credited in account arise from share of rents on villages remitted by the Collectors, ...	14107	7	11	27354	1	0
Ajmere School for 10 ditto ditto, ...	...			4254	7	5
Allahabad School for 12 ditto ditto, ...	...			7481	5	7
Bareilly School for 11 ditto ditto, ...	...			2716	3	3
Benares Sanskrit College Receipts for 12 and charges for 13 months ending ditto, ...	20413	5	0	17363	3	10
Ditto English Seminary for 12 ditto ditto, ...	...			7650	4	8
Rajshahi School for 11, ending 29th Feb. 1837,	...			1649	15	5
Calcutta Madressa Receipts and payments, 12 ditto, ending ditto, ...	32000	0	0	33867	0	0
Ditto Sanskrit College Receipts 12 ditto ending ditto, and charges for 13 months ending 28th February, ...	27336	7	10	15895	13	7
Ditto Medical College Receipts for 12 ditto ending 31st March 1837, ...	43922	10	8	46476	8	7
Ditto Hindu College, ...	...			28933	14	8
Chittagong School for 6 ditto ending ditto, ...	...			1158	10	0
Dacca School for 13 ditto ditto, ...	...			7398	6	7
Delhi Oriental College for 13 ditto ditto, N. B. Receipts from escheat fund by transfer,	*3250	0	0	15158	6	0
Do. English College for 11 months ending do.	...			9409	4	10
Furruckabad School for 10 ditto ditto, ...	...			3366	4	9
Ghazipore School for 12 months ending 31st March 1837, ...	...			2878	5	0
Goruckpore School for 5 ditto from August to December 1836, ...	...			1209	14	4
Gowahatti School for 13 ditto ending 31st March 1837, ...	...			4566	7	2
Hoshungabad School for 11 months, ...	...			970	0	0
Jubbulpore School for 12 ditto, ...	...			1560	0	0
Meerut School charge for 13 ditto ending do.	...			5191	6	6
Midnapore School from 30th July ending 29th February, ...	...			652	2	8
Mohammud Muhsin's College from 1st August to 31st March 1837, ...	*48037	9	3	48037	9	3
Carried over,	314615	11	4	296100	15	1

* Receipts thus marked with countervailing debits are brought to account by transfer, and have not passed through the Cash account of the office.

Abstract of Cash Account, continued.

	Receipts.	Disbursements.
Brought over, Co.'s Rs.	314615 11 4	295199 11 1
Maulmein School,	...	777 14 1
Patna School for 15 months ending 31st March 1837,	...	8943 0 7
Puri School for 11 months ending 31st March 1837,	...	1296 2 6
Saugor School for 13 ditto ditto,	...	3064 15 0
Bhagulpore old School charge 12 months ending 31st March 1837. N. B. Sums credited as contribution of Government undrawn for many years,	16500 0 0	3601 0 3
Balance due by the Collector of Hoogly recovered,	3321 1 4	...
Post Office for two Deposits ditto,	325 15 11	...
Book Depository,	15588 11 6	631 7 0
Donation from Baboo Dwarkanath Tagore, Prize Fund Medical College,	2000 0 0	750 0 0
Ditto from Ram Lochan Ghose, Dacca School,	1066 10 8	
Ditto Agra Bank,	500 0 0	...
Local Subscription to Midnapore School,	2112 0 0	...
Subscription to Books disbursed including advance on account of poetical Miscellany and hire of printed copy,	1066 10 8	2020 0 0
Translation of selected part of Harrington's Analysis completed,	...	960 0 0
Books and Sundries bought,	...	2123 10 0
Remitted to London for purchases, £1700,	...	16110 13 3
Advance made on account of College of Mohammud Muhsin,	...	3955 11 8
Ditto Nizamut College,	...	356 7 0
Kotah School,	...	14 14 10
Rewa Rajah,	...	61 13 10
Futtipore School,	...	100 11 10
Bhopaul School,	...	262 3 3
Lucknow School,	...	12 12 10
Office of the General Committee Public Instruction,	...	13288 5 4
Contingencies, including Printing, Freights, Advertisements and petty charges,	...	1073 3 4
Books bought for Shah Shujah by order of Government,	590 12 9	590 12 9
		355195 10 5
Balance in the Bank of Bengal as per Bank Book,	...	2491 15 9
Total Company's Rupees,	357687 10 2	357687 10 2

Errors Excepted,
J. C. C. SUTHERLAND,
Secretary, G. C. P. I.

On the 1st May 1836, the Government Agents held for the General Committee on its general account and on its Agra account in the 4 per cent. loan stock 10,00,700. The interest on this is 40,028 Rupees of which only 6,393 2 1 have been drawn as indited above.

APPENDIX*.

No. 3.

List of Instruments and Books which have been indented for from England.

INSTRUMENTS.

	£.	s.	d.	£.	s.	d.
4 Portable Theodolites,	18	18	0	75	12	0
4 best Magazine cases of instruments,	8	6	0	33	4	0
12 Cases of Instruments,	2	2	0	25	4	0
4 Sextants,	10	0	0	40	0	0
4 Spirit Levels with Telescopes,	10	10	0	42	0	0
4 Common Spirit Ditto,	3	0	0	12	0	0
40 steel pens,	0	5	0	10	0	0
4 12-inch brass-rolling parallel rulers,	0	12	0	4	8	0
4 15-inch ditto ditto,	0	17	0	5	8	0
4 18-inch ditto ditto,	1	15	0	7	0	0
4 24-inch ditto ditto,	2	5	0	9	0	0
4 Surveying Chains,	1	10	0	6	0	0
4 Perambulators,	8	8	0	33	12	0
12 Sets of Brass Plotting Scales, 4 each with cases,	2	8	0	28	16	0
4 Ditto of Marquir's Scales in Brass with Protractors,	2	12	6	10	10	0
1 Achromatic Telescope, best procurable at price not exceeding,	0	0	0	50	0	0
4 Pair of Globes,	20	0	0	80	0	0
8 Copies of Adams's Geometrical and Geographical Essay,	0	12	0	4	16	0
20 Ditto of Nisbet on Surveying,	0	8	0	8	0	0
20 Ditto Treatise on Practical Surveying and Topographical Plan Drawing,	0	10	6	10	10	0
4 Sextants,	7	0	0	28	0	0
16 Pocket Compasses adapted for short or long distances with 4 shifting limb cases,	2	0	0	32	0	0
4 Large Brass Circular Protractors with limbs,	3	0	0	12	0	0
8 Pocket Sextants,	2	0	0	16	0	0
10 Elliptical Compasses,	1	0	0	10	0	0
50 Small pairs of compasses with shifting limbs for ink and pencils,	0	5	0	12	10	0
8 Glass Prisms,	0	14	0	5	12	0
2 Reflecting Telescopes,	30	0	0	60	0	0
8 Marine compasses,	0	10	0	4	0	0
8 Proportional Compasses,	2	0	0	16	0	0
Drawing Pencils, H. H.				20	0	0
Drawing Paper for Maps and Plans,				50	0	0
5,000 School Slates corners secured with tin, 12 inches by 8 inches,				140	0	0
10,000 Slate Pencils,				20	0	0
5,000 Tin tubes for ditto,				10	0	0
			Total,	£932	2	0

Fort William, March, 1837. (Signed), J. C. C. SUTHERLAND, *Secretary, G. C. P. I.*

* NOTE.—As much unavoidable delay has occurred in the publication of this Report, the least important numbers of the Appendix have been omitted with a view to save time.

Prize books to the value of £ 200.

Bacon's Essays.
Hume's England.
Gibbon's Rome.
Robertson's Charles fifth.
Ditto Scotland,
Ditto America.
Swift's Gulliver.
Robinson Crusoe.
Shakespear's Works.
Paradise Lost.
Milton's Smaller Poems.
Arabian Nights.
Parke's Travels.
Anson's Voyage.
The Vicar of Wakefield,
Johnson's Lives of the Poets.
Gil Blas.
Voltaire's Charles XII.
Southey's Nelson.
Middleton's life of Cicero.
Hume's Essays.
Sir John Herschel's Astronomy.
Ditto Discourse on Natural Philosophy.
Maclaurin's Newton.
Babbage's Economy of Manufacture.
Delabechi's Geological Manual.
Library of Useful Knowledge: the collected Vols. of Natural Philosophy.
Mrs. Somervill's connection of the Physical Sciences.
Paley's Natural Theology.
Bridgewater Treatises by Whewell, and Buckland's Chemistry, Botany and Physiology.
Thompson's System of Chemistry (last edition).
Gray's Operative Chemist.
Prout's Bridgewater Treatises (Meteorology, &c.)
Combe's Principles of Physiology.
Paxton's Anatomy.
Lawrence's Lectures.
Faraday on Chemical Manipulation.
Conversations on Natural Philosophy, by Mrs. Marcet.
Natural History, Cabinet Cyclopedia.
The Steam Engine, by Dr. Lardner.

Scientific books which Professor Peacock has been requested to select.

ELEMENTARY.

Arithmetic, ...	Copies	1000
Geometry, ...	...	600
Algebra, ...	...	600
Trigonometry, ...	...	300
Logarithmic Tables, ...	...	300
For Pupils emerging from the elements, sets of books on the Exact Sciences, ...	...	200
For more proficient, sets of books on the Exact Sciences,	...	200
For those completing their education, sets of book,	...	50

No. 5.

A List of Students of the Agra College who have procured Employments.

No.	Names.	Date of Appointments.	To what Office Appointed.
1	Narain Dás,.....	11th April, 1835.	Teacher in the College of Sehore.
2	Nand Kishore, 1st,	14th June, 1835.	Muharrir in the Custom Office at Agra.
3	Kázim Alí, ...	5th Aug. 1835.	Rúbakárí writer in the Special Commissioner's Office at Cawnpúr.
4	Hashmat Alí, ...	Ditto.	Muharrir, Ditto Ditto.
5	Chain Súkh, ...	Ditto.	Izhar Navís, Ditto Ditto.
6	Rahmat Alí,.....	Ditto.	Muharrir, Ditto Ditto.
7	Zaman Khán, ...	Ditto.	Ditto, Ditto Ditto.
8	Abdulla Khán,....	13th Nov. 1835.	In the Office of the Customs Collector in Bundelcand.
9	Hasin Alí, ...	Ditto.	Muhéfiz Daftar, Ditto Ditto.
10	Karím Khán, ...	Ditto.	Mushrif, Ditto Ditto.
11	Muhammad Husain,	Ditto.	Ditto Ditto.
12	Har Charn Dás, ..	Ditto.	Ditto Ditto.
13	Thákur Dás, ...	Ditto.	Ditto Ditto.
14	Jumná Dás, ...	Ditto.	Daroghá, Ditto Ditto.
15	Girdhárí Lál, ...	30th Jan. 1836.	In the Office of the Customs Collector at Mirzapore.
16	Debí Parshád, ...	Ditto.	Ditto Ditto.
17	Mansúr Alí,.....	Ditto.	Ditto Ditto.
18	Omar Khán,.....	Ditto.	Ditto Ditto.
19	Ganpat Raé, ...	17th March 1836.	Under the Collector of Delhí.
20	Rádhá Kishan, 1st.	4th April, 1836.	Record Keeper in Saháranpúr Kacherí.
21	Kaneyhiá Lál, 2nd.	2nd May, 1836.	Teacher of English and Persian at Saháranpúr.
22	Rám Lál, 2nd.....	7th May, 1836.	Náib Sheristedár at Ditto.
23	Tafazzul Husain,..	25th July, 1836.	English and Persian Writer in the Collector's Office at Furrúkhábad.
24	Sho Diál, ...	14th Oct. 1836.	Muharir in the Magistrate's Office at Bandah.
25	Baldeo Bukhsh, 2nd	Ditto.	Náib Názir, Ditto Ditto,
26	Biharí Lál, 1st.....	7th Oct. 1836.	Dakhilá Navís in the Office of the Collector of Agra.
27	Amjad Alí, ...	11th Oct. 1836.	Múnshí to the Resident of Gwalior.
28	Mewá Lál, ...	1st Nov. 1836.	Madatgár Navís at Ferozabad.

R. B. D.

P. A. C.

No. 6.

TO J. C. C. SUTHERLAND, Esq.

Junior Member and Secretary, General Committee Public Instruction, Fort William.

SIR,

Your circular letter No. 3085 of the third August, regarding the holidays to be observed in the different seminaries, was duly laid before the Local Committee here, who have since been engaged in making such arrangements there anent, as seem best suited to meet the views of the General Committee and to secure regularity in this Institution.

2nd. They have taken the present opportunity to effect, what has been often felt as a desideratum since the English has become an extensive and important department in the College, owing to the interchange of students between it and the Oriental Departments, namely the junction into one of the different weekly holidays that have hitherto prevailed in the three departments, Hindí, Persian, and English. The purwahs, ushtomis and mavus hitherto allowed in the Hindí Department, which gave somewhat more than one holiday in seven, and the Friday allowed in the Persian have been abolished, while the Sunday hitherto allowed in the English classes is the only weekly holiday now granted to all in conformity with the usage in the Government Kutcheries. A most important step has thus been made towards uniformity and regularity,—the whole of the College students not being present together under the former arrangement more than three or four days in the week,—and the Local Committee have also the pleasure to state that it has been done with the entire concurrence of all parties both teachers and students.

3rd. With regard to the special holidays allowed during the year, the Lists of Western Hindu holidays and Mahomedan holidays forwarded in your letter under reply, containing the former 29 and the latter 12, accord very nearly with those which have been used in this College for the last eight years; according to which the Hindus have been allowed 27 special holidays annually,—which the English classes have partaken with them, being for the most part composed of Hindus,—and the Mahomedans 16. All these lists have been compared and scrutinized by the Local Committee and the least important of the holidays rejected, so as to reduce those for the Hindus to 20, and those for the Mahomedans to 11, as per the revised lists annexed, which thus abridged the Local Committee would recommend for future adoption in this College.

4th. As three holidays only have to be added for the English department, namely, New Year's day, Good Friday, and Christmas day, making in all 34 annual holidays in the whole College, the Local Committee under the impression which prompted them to institute the new and important arrangement mentioned in the first paragraph of this letter, which has been for some time in operation, and from the inconvenience and confusion that have been found to result from a want of uniformity in respect to attendance, since individuals of all the departments are to be found in almost every class, the Local Committee would strongly recommend that these holidays should be made reciprocally available to the pupils of the different sects, to all indeed in attendance at the College.

I have the honor to be, &c.

Agra College,
31st Dec. 1836.

R. BARCLAY DUNCAN,
Secy. Local Com. Pub. Edn., Agra.

Abridged lists of Holidays proposed to be adopted in the Agra College available reciprocally to all Sects.

Months.	*Names of Holidays.*	*No. of days.*
	HINDU HOLIDAYS.	
Asin,	Mahalaya Amabus or Mavus Suradh,	1
	Dúrga Puja or Dúrga Ashtomi,	1
	Dusahara,	1
Kartick,	Dewaly,	3
	Deo o uthon,	1
Maugh,	Sankranthi-mukur,	1
Falgoon,	Siva Ratrí,	1
	Dole Jatra or Holí,	4
Jaisti,	Mijila Ekadshi,	1
Asaur,	Sitla on last Monday,	1
	Ditto Ditto, Wednesday,	1
Srawun,	Rakhabundun,	1
	Kylash Púja,	1
Bhadra,	Jumna Ashtomí,	1
	Nowchundry, or 1st Thurs. of the new moon,	1
		20
	MAHOMEDAN HOLIDAYS.	
Mohurrum,	Taziu dárí,	5
Safer,	Last Wednesday of the month,	1
Rabíuluvul,	Qudum Shurif fair on 14th,	1
Rabíusauí,	Neaz, &c. on the 11th,	1
Shaban,	Shub Burrat on the 14th,	1
Shuvál,	Idul fetr,	1
Zilhij,	Idul Zúha,	1
		11
	ENGLISH HOLIDAYS.	
January,	New Year's Day,	1
April,	Good Friday,	1
December,	Christmas day,	1
		3
	Total days,	34

No. 8.

To J. C. C. SUTHERLAND, Esq.

Secretary General Committee of Public Instruction.

SIR,

We beg to submit to the notice of the General Committee of Public Instruction the following considerations upon a subject of great importance to the institution with which we are connected, trusting that if it meet your approval you will forward our proposal to the Government and favor us with your support.

The time has arrived when it becomes necessary that the students of the Medical College should enter upon a more practical course of education connected with their profession, than has hitherto engaged their attention. They have up to this period been employed in laying the foundation of medical knowledge by the study of Anatomy, Chemistry

and Pharmacy. They have studied also, to a certain extent, the principles and theoretical part of Medicine and Surgery, and it is highly requisite that they be now furnished with the means of learning at the bedside of the sick those lessons which alone can enable them to become useful Medical practitioners. In this point of view the late appointment of lecturers on clinical Surgery and physic forms a very important addition to the list of College Professors, but it is unnecessary to tell the Committee, that to render the instruction of these Gentlemen available, a well regulated supply of patients should be submitted to their charge for the express purpose of illustrating their lectures. And that the most ample opportunities of witnessing disease in every variety should at the same time be furnished to the pupils. It may be urged that this has been already provided for by the admission of the students to the General and Native Hospitals of this city, and that these institutions are intended by the Government to supply the requisite means of study in this department of the College. But we are inclined to believe that this arrangement will be found in many respects ill calculated to accomplish the objects in view, and that another far more desirable might be adopted.

1st. The native hospital being exclusively intended for *Surgical* cases the students are compelled to attend at the General Hospital for instruction in all *Medical* diseases, and to them, perhaps, this class of maladies forms the most important branch of their practical professional studies.

This arrangement, however, is peculiarly inconvenient, for the great distance between the General Hospital and the College renders it a matter of very great difficulty in this climate for the students to attend at the former with any regularity, whilst the length of the journey backwards and forwards must necessarily occasion a very great waste of time.

2nd. The patients in the General Hospital are without any exception Europeans, whose maladies differ materially from those of the native constitution, which in after life these young men will for the most part be called upon to treat. Though it is undoubtedly necessary that medical students be made acquainted with all the various forms under which disease appears as well amongst foreigners as their fellow-countrymen, more especially where the inhabitants of so many nations congregate as in India, yet it would certainly be a very mischievous medical education which should direct their attention chiefly to the maladies of a class of patients who may very rarely fall under their notice hereafter, and at the same time leave untaught the characters of disease amongst their own people.

3rd. The native hospital moreover is liable in a minor degree to the objections urged against the attendance upon the General Hospital. Though more conveniently placed than the latter it is still at a considerable distance from the College, or from that quarter of the city wherein the students reside. Indeed we believe the situation of this hospital has been considered generally as too remote from the chief native portion of the town to provide sufficiently for the wants of the population.

Consequently it does not contain so many cases of interest to the student as would be presented by one more easy of access to the class of patients who resort to it for assistance. On the other hand it is manifest that a hospital established either within the precincts of the College, or in its immediate neighbourhood, (as in all the medical schools of Europe,) would present many advantages of paramount importance which could be gained from no other locality.

1st. It would give to the students the means of practical instruction available the instant they are dismissed from the lecture room. In such an hospital they could become dressers and assistants, and devote the whole of their spare time to its, wards; a very great advantage in this country where many of the diseases are so rapid as to require constant watching by

those who wish to study them with profit, or who desire to benefit the patients under their charge.

2nd. While engaged in their hospital duties they could with ease continue such portion of their other studies as may be required from them. The College bell would summon them to lecture, and the library and dissecting room would be constantly within reach—advantages of which they would be altogether deprived if they were compelled to attend hospitals at any distance from the College.

3rd. To the class of patients who are likely to seek aid from such an institution the neighbourhood of the Medical College is evidently a very desirable one. It is in the heart of the city and very convenient of access to the great mass of its inhabitants, as shewn by the crowds who attend daily upon the dispensaries at that end of the town. Perhaps no locality could be selected in Calcutta which is altogether so well fitted for the purposes of a general native hospital as the site of the Medical College. It may perhaps be urged that the Police Hospital (now placed within the walls of the old Petty Court jail) offers to our students the requisite opportunities for practical instruction.

The character of that Hospital, however, renders it very unfit to fulfil the intention in view, and the class of patients admitted into its wards are not those which could be selected for subjects of clinical instruction. They consist for the most part of wretched objects, pilgrims, beggars and criminals the very dregs of society, who seldom claim admission to the establishment until they are reduced to the last extremity either by poverty or sickness. They are either incurables, or they generally present disease in what may perhaps be called an *unnatural* form, masked by the distress and misery to which they have been previously subjected, and offering very insufficient specimens of ordinary maladies. Their complaints too are by no means sufficiently varied to supply the wants of a clinical lecturer, or to offer the students efficient opportunities of studying the different forms of disease which they will hereafter be called upon to treat. Moreover, the filthy and disgusting habits of the generality of patients who are to be found in its wards render this hospital any thing but desirable as a means of introducing young men to the study of a profession the details of which are at all times sufficiently revolting to the tyro even amidst the most favorable circumstances. From these considerations we are induced to recommend the formation of a new hospital either within the College premises or in its immediate neighbourhood, wherein the patients shall be made available for clinical instruction to the students of that institution, and supplying the chief desideratum for completing the College as a School of medicine. We are aware that the expence of such an establishment would be considerable, but it appears to us that an opportunity now offers of effecting this desirable object under circumstances peculiarly favorable to its accomplishment, requiring but little additional outlay upon the part of Government. We allude to the contemplated erection of a fever hospital in this city, for which a large amount of funds has been already subscribed, and the commencement of which may now be daily expected. It is scarcely necessary to point out how admirably this hospital would fulfil the objects we contemplate in recommending the formation of such an establishment as part of the Medical College. The advantages of the measure are so apparent that we can indeed scarcely anticipate a single objection when we propose that measures be adopted for uniting the Fever Hospital with the institution under our charge. The situation would be singularly well adapted for its erection as regards the convenience of those who would resort to it for aid, and by the assistance of the college professors a highly sufficient amount of medical attendance would be ensured to the patient, whilst it would afford the best school of

instruction for medical students which could possibly be devised. At the same time the provision already made for the formation of this hospital would obviate the necessity of any extra expence in providing the college with a most necessary part of its constitution, perhaps too, the very fact of its proposed connection with the latter institution might be an additional inducement to the Government to support the hospital, as the objects it would then fulfil would be two-fold.

Should our proposition meet with the approval of the Government we would beg to recommend that some convenient site for the erection of the hospital be chosen in the neighbourhood of the Medical College, which perhaps would be better than placing the establishment within the walls of the latter building. For many reasons it would be more advisable to keep the two institutions separate, so as to prevent effectually the patients and all strangers from coming within the precincts of the college—a precaution exceedingly necessary. At the same time it would prevent the native population from confounding the Fever with the Police Hospital, of which the respectable portion entertain a great dread.

1st. In this hospital separate wards should be kept for the patients necessary to form the subjects of the clinical lectures on medicine.

2nd. Besides medical diseases a ward should be formed for patients suffering under such complaints as might be made available for the lectures of the professor of clinical surgery.

3rd. A species of dispensary should be attached to the hospital where out-door patients may be daily attended. This, besides giving the pupils more ample opportunities for observing disease, would materially enlarge the field from whence the selections for clinical patients might be made; indeed without a dispensary it would be difficult at all times to find cases of sufficient variety and importance to fill the clinical wards. The expence of this dispensary would scarcely be felt in the general outlay of the institution. It would consist only in some trifling charge for medicines. The Medical attendance would be afforded by the Resident Surgeon of the fever Hospital and by the pupils, who would perform all the minor operations of bleeding, dressing, bandaging and making up medicines. The pupils might also be ordered (as in Europe) to attend at the houses of such patients as were unwilling to enter the hospital and were too sick to appear at the dispensary. Most of these patients would be found to dwell in the neighbourhood of the students' houses, so that in the mornings and evenings, they might be visited without any waste of time.

4th. It will be necessary that an Apothecary reside upon the premises, and that there be a Medical officer attached to the hospital for discharging the general duties of the establishment, while some of the pupils may be selected to assist as dressers, and to aid in compounding the medicines.

5th. The clinical wards should be placed exclusively under the management of the College Professors.

This outline of the scheme will suffice for the present. The consideration of minor details may be deferred until the arrangement we propose be sanctioned. But ere we conclude we earnestly beg once more to impress upon the Committee the importance of the measure we have laid before them, and at the same time to repeat our conviction of the facility with which the arrangements we contemplate may be carried into effect.

On behalf of the College Council,

DAVID HARE, *Secretary.*

Medical College,
9th March, 1837.

No. 10.

No. 1123.

To J. C. C. SUTHERLAND, Esq.

Secretary to the General Committee of Public Instruction.

SIR,

We have the honor to acknowledge the receipt of your letter of the 24th March last, and in compliance with the request therein contained, beg to hand you herewith statements and accounts (numbered 1 to 3) explanatory of the financial state of the Hindu College.

No. 1. List of the Government Securities forming the capital belonging to the Institution, amounting to Sicca Rupees 21,000. Besides this there is a claim of about 44,000 against the estate of Messrs. Joseph Berretto and Sons, but we have no great expectation of realizing more than 10 or 12 per cent. of that amount.

No. 2. Statement of the present monthly expences of the Institution amounting to Sicca Rupees 3,550, by which you will observe that the savings caused by the retirement of Mr. Woollaston or otherwise have been duly accounted for.

No. 3. Statement of the present amount and number of monthly bills for tuition, exclusive of 18 scholars paid for by the General Committee, shewing the number 291 and amount sicca rupees 1,462. The average monthly collection for February and March last is sicca rupees 1,325.

From September 1826, to November, 1835 our outstanding bills amount to sicca rupees 20,469. Most of these bills are objectionable, and to be cancelled on account of non-attendance, &c., and we consider the whole amount, with the exception of from 1,000 to 1,500 rupees, irrecoverable. We have since the month of January last put the collecting department on a more secure footing, and we do not anticipate that in future bills to any amount will fall into arrears.

The General Committee will observe, that we have taken the opportunity of the saving noticed to increase the salary of our head Master by an addition of 50 rupees. The General Committee is aware of Mr. Middleton's merits as a teacher and the attention devoted by him to the discipline of the school. We deemed it therefore just to raise his salary to the amount formerly drawn and which in May last would have been paid had means then existed.

We have the honor to be, &c.

PROSSANNO COMAR TAGORE,
RADHAKANT DEV,
RAM COMUL SEN,
RUSSOMOY DUTT,
DAVID HARE,
DWARKANAUTH TAGORE,
RADAMADUB BANERJEE,
SREE KISSEN SING.

Hindu College,
20th May, 1836.

No. 1.—Statement of Capital belonging to the Hindu College.

4 Per cent. Note No. 2037 of 1832-33, 1st May, 1832, ...				10,000	0 0
Second 5 do., do. 1894 of 1825-6, 13th Sept. 1825,	10,000	0	0		
Ditto do., do. 8307 of do. 3rd July, 1827, ...	1,000	0	0		
				11,000	0 0
Amount of Capital, Sa. Rs.				21,000	0 0

No. 2.—Statement shewing monthly expenditures.

Instructive Establishment.						
Captain Richardson,				500	0	0
Mr. Rowe,				150	0	0
Senior Department.						
Mr. Middleton,	400	0	0			
Mr. Halifax, (absent on leave,)	150	0	0			
Mr. Rees, acting for Mr. Halifax,	250	0	0			
Mr. Halford,	200	0	0			
Mr. Rozario,	200	0	0			
Mr. Richmond,	120	0	0			
Junior School.						
Mr. Mollis,	300	0	0			
Mr. Muller,	150	0	0			
Babu Ram Chundro Mittro,	75	0	0			
Babu Iswer Chundro Saha,	55	0	0			
Babu Ram Tonoo Lahory,	55	0	0			
Babu Huru Chundro Dutt,	45	0	0			
Babu Bhoobun Mohun Mittro,	30	0	0			
Babu Mudhusudon Dutt,	25	0	0			
				2,055	0	0
Common to both Schools.						
Moulvi Furragut Ali, Persian Teacher,	40	0	0			
Ramrutten Pundit, Bengalee ditto,	25	0	0			
Jugomohun ditto, ditto,	25	0	0			
Pitamber ditto, ditto,	25	0	0			
				115	0	0
Committee's Office.						
Cashier, Accountant, and Librarian,	50	0	0			
1st Assistant Writer,	20	0	0			
2nd ditto, ditto,	16	0	0			
1 Sirkar,	10	0	0			
3 Collecting Sirkars, at 6, exclusive of commission at 2 per cent.,	18	0	0			
1 Peon,	5	0	0			
1 Extra Writer,	10	0	0			
				129	0	0
1 Furrash for the apparatus room,	6	0	0			
2 Ditto for the two departments,	10	0	0			
1 Ditto for mathematical class,	5	0	0			
2 Goala, at 5,	10	0	0			
2 Water Bearers, at 5,	10	0	0			
1 Gardener,	5	0	0			
2 Peons, at 6,	12	0	0			
1 Chain drawer for the Surveying class,	4	0	0			
2 Chowkedars, at 6,	12	0	0			
1 Duftory for the Library,	7	0	0			
2 Ditto for two departments, at 6,	12	0	0			
1 Sweeper,	5	0	0			
3 Methers, at 4,	12	0	0			
				110	0	0
Scholarship,				162	0	0
Stationery, books, furnitures, contingences, and commission to collecting Sirkars,				329	0	0
			Total, Sa. Rs.	3,550	0	0

No. 3.—Statement shewing the amount and number of monthly bills.

Number of boys per register,			417
Deduct pay scholars not in attendance,			48
In actual attendance,			369
Ditto free scholars,			60
Ditto donation ditto paid for by the General Committee,			18
			78
Number of monthly bills,			291
1 Scholar,	7	0	0
5 Ditto, at 6,	30	0	0
285 Ditto, at 5,	1,425	0	0
Amount of monthly bills,	1,462	0	0

No. 11.

A Memorandum of persons learning the English language from Students of the Institution in the City of Delhi.

Names.	Age.	Caste.	Name of Student giving Instruction.
Gangadin,	20	Rajput.	Sheopershad 3rd Assistant Teacher.
Bholanath,	20	Kayat.	Chotarbhoje 6th Ditto.
Luchminarain,	18	Brahmin.	
Kishonchand,	20	Ditto.	Harchand Writing Master.
Ramsahay,	18	Ditto.	
Ulfat Husain,	12	Kombo.	
Abbas Ale Khan,	30	Pathan.	
Nawab of Rampoor,	30	Ditto.	
Cid Gopal,	35	Baneeah.	
Sukhbhasilal,	22	Kayat.	Bood Sing 2nd Class, 2nd Pd.
Monnulal,	24	Ditto.	
Ladlidas,	15	Ditto.	
Kusal Sing,	28	Khattree.	
Basilal,	30	Kayat.	
Shamlal,	14	Ditto.	
Chiranjilal,	18	Ditto.	
Santlal Moonshee,	24	Ditto.	
Akbar Khan,	50	Pathan.	
Balmokund,	40	Banya.	
Mohanlal,	40	Kayat.	
Sobharam,	22	Ditto.	Ramchand 2nd Ditto.
Gujarmul,	20	Brahmin.	
Khushilal,	20	Kayat.	
Santlal,	16	Ditto.	
Mungulsain,	18	Ditto.	
Mahanarain,	18	Ditto.	Ramchand.

Names.	Age.	Caste.	Name of student giving Instruction.
Ratanlal, ...	13	Cashmeree.	Tabu Roy, 3rd Class, 2nd Pd.
Kan Sing,.....	40	Khattree.	Gattoomul Ditto.
Mary of Mr. Restells,	14	Christian.	
Mahbubray, ...	32	Kayat.	Munnulal Ditto.
Nawab Hamedali Khan,	30	Sayed.	Jewan Ditto.
Núr Muhammad,.....	19	Shaikh.	Nainsook Ditto.
Lulfalla Khan,.....	20	Pathan.	Alibuksh Ditto.
Denanat, ...	20	Kayat.	Luchmun 1st Class, 1st Pd.
Narayandas,.....	10	Ditto.	
Kashinat, ...	20	Cashmeree.	Kidaraath, 1st Ditto.
Jammadas, ...	22	Khattree.	Jugannath, 1st Ditto.
Thanderam, ...	28	Ditto.	
Husain Alee,.....	20	Sayed.	Zamin Ali, 1st Ditto.
Firoz Alee, ...	17	Ditto.	
Dilwali Sing,.....	50	Kayat.	Bood Sing, 1st Ditto.
Luchmeenarain, ...	28	Cashmeree.	Joalanath, 1st Ditto, 2nd Pd..
Ajuddhyapershad, ...	18	Ditto.	Radhakishan, 2nd Ditto Ditto.
Ramlal,.....	30	Kayat.	Mohamed Sahir 1st Ditto Ditto.
Majlis Ray, ...	30	Banya.	
Fazel Husain, ...	30	Sayed.	
Bahadoor Sing, ...	16	Khattree.	Pannal 2nd Class, 2nd Pd.
Moulvee Miran, ...	50	Sayed.	Mazhur Ali 2nd Ditto, 1st Ditto.
Luchmeenarain, ...	30	Banya.	Saudagur mul 2nd Ditto, 1st Ditto.
Mohamed Husain, ...	23	Sayed.	Imdad Hassine 3rd Ditto, 1st Ditto.
Kishandial, ...	38	Kaet.	Rikkhanlal 4th Ditto, 1st Ditto.
Mohanlal,.	38	Ditto.	
Kanhialal,.....	38	Kayat.	Rikkhanlal 4th Class, 1st. Pd.
Luchminarain,..	30	Brahmin.	Wazirali 4th Class, 1st Pd.
Jankedas,.....	17	Ditto.	Baldomsaha 4th Class, 1st Pd.
Ambarpershad,.....	20	Kayat.	Gopalsaran 4th Class, 1st Pd.
Malan Sing,.....	20	Khattree.	Hardial 5th Class, 1st Pd.
Jawahirlal, ...	25	Kayat.	Booharilal 5th Class, 1st Pd.
Chitar Mal, ...	40	Ditto.	
Bankeray,..	30	Banya.	
Rahim Buksh, ...	8	Saikh.	Hossine Buksh 5th Class, 1st Pd.
Mulchand,.....	13	Khattree.	Munphool 5th Class, 1st Pd.
Maihmoodsha,.....		Moghul.	Sunderlal,
Mirza Fakroo, ...		Ditto.	Ghaesalal.
Mirza Faqiruddin, ...		Ditto.	Wairs Ali.
Naraindas,.....	25	Kayat.	Bansodhar.
Asanand, ...	20	Khattree.	Nanakchand, 9th Class, 1st Paid.

No. 13.

Hoogly Library Rules.

1. The establishment of a well-selected Library in the College of Mohammud Mohsen is intended for the advantage of those persons belonging to the College, or any others in the neighbourhood, capable of making an advantageous use of it; and by thus interesting the inhabitants in its prosperity it is expected the Library will be increased, from time to time, by private contributions.

2. The Library will be open from 9 till 4 o'cock every day. Sundays excepted, during which time any of the persons above specified may consult, or read any of the books in the Library itself.

3. The same persons will be allowed to take books home with them upon application to the Librarian between the hours 9 and 10 o'clock in the morning on the following conditions.

4. A duodecimo volume must not be kept longer than a week; an octavo, than a fortnight; a quarto, than a month.

5. No more than one volume to be issued at the same time, to the same individual. That volume must be returned, before a second is delivered.

6. A Register will be kept of the books lent out, in which the person must sign a written receipt, which will be cancelled on his returning the volume.

7. Those persons who are not connected with the College must pay from four anas to one rupee, per month, according to their circumstances, in order to become subscribers to the Library, and must give security for the return of books taken out of the Library.

8. A person losing or damaging a volume must pay its value, or replace it with a similar book, and when it belongs to a set, he must, if he cannot replace the volume within a reasonable period (three months at most) receive the other volumes, and pay the value of the set.

9. A person having any book in his possession must return it, on application from the Librarian, although within the limited time allowed for its retention.

10. Any volumes required for the temporary use of any of the classes may be lent, upon the teachers being severally responsible for the Departments under their personal superintendence.

11. The time during which such volumes are lent will be regulated by circumstances; but they are not in such cases allowed to be taken from the school-room.

12. Books borrowed by one person must never be transferred by him to another, but must be invariably returned to the Library, when no longer wanted, or when the time for which they are lent expires.

13. Any one defacing the books must replace them, and will be refused access to the Library.

14. In order to afford every encouragement to those desirous of consulting books, maps, or the like, the Library will be open on Mondays, Wednesdays, and Fridays from 7 to 9 P. M. Only subscribers, or those students recommended by their respective masters for such an indulgence, are to be admitted into the library in the evening.

15. Any person disregarding or violating the above regulations will be prevented having access to the Library, or subjected to such other penalties as may be considered expedient.

16. Besides the librarian one or more assistants will be selected, as required, from the most deserving students, on a salary of 10 rupees a month.

THOMAS A. WISE,
Principal.

College of Md. Mudsen,
Hoogly, 15th October, 1837.

REPORT

OF THE

GENERAL COMMITTEE

OF

PUBLIC INSTRUCTION

OF THE

PRESIDENCY OF FORT WILLIAM

IN

BENGAL,

FOR THE YEAR 1837.

Calcutta:

WILLIAM RUSHTON AND CO., VANSITTART ROW.

MDCCCXXXIX.

General Department.

To

THE GENERAL COMMITTEE OF PUBLIC INSTRUCTION.

HON. SIRS AND GENTLEMEN,

I am directed to acknowledge the receipt of your letter No. 1197, dated the 30th December last, submitting your report on the various scholastic institutions under your controul, at the close of the year, 1837.

2.—In reply I am directed to convey the authority of the Honourable the President in Council, to the printing and circulation of the report in like manner as previous reports of the Committee have been printed and circulated.

3.—His Honour in Council desires to avoid at present entering into any detailed examination of the course of proceeding adopted by the Committee in their superintendence of the instruction administered throught the different institutions reported upon; but His Honour in Council is not the less sensible of the zeal and care with which the Committee has devoted itself to the important duties entrusted to it; and I am desired to convey the thanks and acknowledgments of the Government of India to the Members of the Committee individually who have conducted the examinations, and otherwise assisted in the executive superintendence of the different institutions, and to the Committee generally for their consistent and intelligent direction of the Local Committees, and of the various institutions entrusted to their control and superintendence.

I have the honor to be Sir,

Your most obedient servant,

H. T. PRINSEP,

Secy. to the Govt. of India.

Council Chamber, the 27th Feb., 1839.

To

THE HON. COL. WM. MORISON, C.B.

President of India in Council.

Fort William.

HON'BLE SIR,

WE do ourselves the honor, in this our Report, to bring under your notice, the state of the various Scholastic Institutions under our controul, at the close of the past year, and generally our proceedings in discharge of the important trust delegated to us.

2. The Institutions, now reported on, may be divided into three classes, I. Oriental Classical Learning; II. Anglo-Vernacular; III. Vernacular—The Medical College stands distinct, not properly falling in either of these classes. It will be found specially noticed in the course of this report.

3. The following table exhibits statistic details in regard to each institution, or distinct section of a General School, which we hope, will be found interesting. We have deemed it more convenient to annex it in this place as preliminary to the Special Report, which will follow in regard to each establishment.

I. Class—Oriental Classical.

	Number of Students at the beginning of 1837.	Stipendiary proportion.	Number of Masters.	Number of Pupils at the end of 1837.	Stipendiary proportion.	Number of Masters.	Average monthly expenditure.		Average cost tuition of each Pupil.		
Cal. Sanscrit College - -	122	57	9	122	54	8	1358	0	11	2	1
Benares Sanscrit College -	222	128	12	178	105	12	1263	0	7	1	6
Calcutta Arabic College -	114	53	8	125	41	8	1950	0	15	9	7
Delhi Arabic, & Per. Colg.	109	90	10	91	72	11	800	0	8	12	0
Do. Sanscrit Department	35	27	2	32	19	1	100	0	3	2	0
Agra Arabic & Persian Dep.	142	41	5	113	35	5	284	0	2	8	2
Colg. Mohd. Mohn. do. do.	209	4	14	274	4	13	1500	0	5	7	7
Furrackabad Madressa -	0	0	0	0	0	0	0	0	0	0	0
Nizamut Colg., (no return)	0	0	0	0	0	0	0	0	0	0	0
Allahabad Persian & Oordoo	55	0	4	48	0	1	40	0	0	13	4
	1008	400	64	983	330	59	7295	0	0	0	0

II. Class.—Anglo-Vernacular.

	Number of Students at the beginning of 1837.	Stipendiary proportion.	Number of Masters.	Number of Pupils at the end of 1837.	Stipendiary proportion.	Number of Masters.	Average monthly expenditure.		Cost tuition of each Pupil.		
Hindu College* - - - -	424	10	18	451	10	21	4059	0	9	0	0
Benares Seminary - - - -	142	8	3	147	6	4	527	0	3	9	4
College of Mohd. Mohsin English Dept. - - - -	1114	0	29	750	0	29	3000	0	4	0	0
Colg. Hooghly Brh. School	0	0	0	227	0	4	225	0	0	15	10
Madressa, English School	102	0	3	151	0	7	650	0	4	4	10
Agra Colg., Eng. Dept. -	118	2	4	151	0	6	1288	0	8	8	5
Delhi Institution - - - - -	110	27	9	84	13	9	709	0	8	7	0
Allahabad School - - - -	91	0	5	91	0	6	465	0	5	1	9
Dacca School - - - - - -	149	0	3	314	0	5	536	0	1	11	3
Meerut School - - - - - -	106	0	2	86	0	4	405	0	4	11	4
Gowahatty School - - - -	131	0	4	154	0	4	279	0	1	13	0
Chittagong School - - - -	0	0	0	80	0	5	150	0	1	14	0
Midnapore School - - - -	56	0	1	79	0	3	395	0	5	0	0
Patna School - - - - - -	102	0	3	109	0	3	383	0	3	8	3
Nizamut Colg. English† -	64	0	2	0	0	5	500	0	0	0	0
Bauleah School - - - - -	98	0	1	80	0	3	177	0	2	3	5
Ajmere School - - - - -	0	0	0	48	0	2	305	0	6	5	8
Saugor School - - - - - -	39	0	1	144	0	1	297	0	2	1	0
Ghazipore School - - - -	57	0	1	69	0	1	200	0	2	14	4
Moulmein School - - - -	0	0	0	55	0	4	370	0	6	11	7
	2903	47	89	3270	29	126	15030				

* The Hindu College receives from the General Fund, Rs. 2,398. 6. 4. monthly. It levies from the pupils about 1500 Rs. monthly.

† For these no examination Report has been received, entries made from 1st Quarterly Return.

II. Class.—Anglo-Vernacular.

(Continued.)

	Number of Students at the beginning of 1837.	Stipendiary proportion.	Number of Masters.	Number of Pupils at the end of 1837.	Stipendiary proportion.	Number of Masters.	Average monthly expenditure.			Average Cost tuition of each Pupil.		
Brought over - - - -												
Gorruckpore School - - -	53	0	1	50	0	1	200	0	0	4	0	0
Furrackabad School - - -	30	0	1	55	0	1	275	0	0	5	0	0
Jubbulpore School - - - -	17	0	1	24	0	1	125	0	0	5	3	4
Hoshingabad School - - -	20	0	1	23	0	1	70	0	0	3	0	8
Bhaugulpore Institution -	0	0	0	52	0	1	300	0	0	5	12	3
Pooree School - - - - - -	0	0	1	33	0	1	118	0	0	3	9	2
Barreily School, - - - - -	60	0	1	60	0	1	256	0	0	4	2	8
Commillah School - - - -	0	0	0	88	0	2	300	0	0	3	6	6
Saugor School - - - - - -	0	0	0	0	0	1	209	0	0	0	0	0
Azimghur School - - - - -	0	0	0	41	0	1	150	0	0	3	10	6
Dinajpoor School - - - - -	0	0	0	0	0	0	0	0	0	0	0	0
Arrah School - - - - - -	0	0	0	33	0	1	100	0	0	3	0	6
	3083	47	95	3729	29	138	17017	0	0	0	0	0

III. Class—Vernacular.

	Number of Students at the beginning of 1837.	Stipendiary proportion.	Number of Masters.	Number of Pupils at the end of 1837.	Stipendiary proportion.	Number of Masters.	Average monthly expenditure.			Average Cost tuition of each Pupil.		
Allahabad School - - - -	18	0	2	18	0	4	27	0	0	1	8	0
Ajmere School - - - - -	0	0	0	93	0	3	68	0	0	0	11	8
Agra College Hindi - - -	86	65	6	75	58	6	367	0	0	4	14	3
Bhaugulpore Hill School, -	79	44	3	65	65	1	239	0	0	3	13	6
Saugor Hindi Dept. - - -	0	0	0	134	0	5	165	0	0	1	3	8
Hoshingabad Hindi Dept. -	0	0	0	99	0	1	250	0	0	3	8	4
Total - - - -	183	109	11	484	123	20	1127	0	0	0	0	0
Grand Total - - - -	4274	564	170	5196	482	217	25439	0	0	0	0	0

* The instruction in English, at this School, is so very elementary, that is does not merit to be ranked in Class.

HINDU COLLEGE.

4. At the close of 1837 there were on the Rolls of the College 451 Pupils, divided in these Classes with the exception of sixty foundation Scholars. Payment for the tuition of the rest was received at rates varying from five to seven rupees per month.

1st Class, ...	23	
2d Ditto, ...	21	
3d Ditto, ...	22	
4th Ditto, ...	28	
5th Ditto, ...	27	
	——	121

LOWER SCHOOL.

1st Class, ...	37	
2d Ditto, ...	39	
6 Lower Classes, ...	254	
	——	330
	Total	451

5. We find from the Report of the Visitors, Mr. J.C.C. Sutherland and Mr. David Hare, that in the Statements for 1836 an error was committed in quoting the number of Pupils. For the correction of this, we refer to their Report, which we are about to notice. In the past year, there is an increase of twenty-seven. This is the more satisfactory, for in the course of the year the proposed experiment of expelling the recusants had been acted on. We refer your Honor to the following extracts from the Visitors' Report above mentioned.

2. 'The examinations were conducted by ourselves with the aid of Mr. Mangles, Captain Birch, and Baboo Prusunno Coomar Tagore, in regard to particular classes and subjects. We present you with their reports:'

3d. 'Mr. Mangles, who obligingly charged himself with the duty of testing the historical attainments of the first and second classes, has made the following report.'

'I have examined very carefully the written answers which the young men of the first and second classes have given to the written questions which I proposed to then respectively, and drafts of which are attached to this report.'

'I found Greeschunder Bose, and Obhychurn Bose, of the first class to be so nearly upon a par, that I requested Mr. Hare to send them to my house, where I subjected them to a second examination, giving them the questions drawn up for the second class. The results will be shewn in the following classification:'—

FIRST CLASS.

1. Greeschunder Bose.
2. Obhychurn Bose.
3. Rajcoomar Bose.
4. Hurrynarain Dey.
5. Goopeekishon Mittre.
6. Rajnarain Dutt.

7. Coylassnath Bose.
   Gopaulchunder Dey.
   Goopeenauth Bose.
   Juggulchunder Deb.
   Kedarnauth Bose.
   Tarrinychurn Banerjee.

8. Golucknauth Dey.
   Gooroochurn Dutt.
   Gopaulkishen Dutt.
   Kalachaund chunder.
   Madubchundro Chuckrobutty.
   Mohindernath Bysack.
   Neelchundro Ghosal.

'The Second Class I range as follows: But I must state, in the first instance, that the few answers (four) given by Doorga-

churn Banerjee were so good, that I thought it proper to enquir why he had not answered the whole, and was informed by Mr Hare that he is a boy of delicate health, and was compelled t give in what little he had done, and to leave the College Hal early in the examination day. I therefore sent for him to m own house, intending to examine him again, but I learnt wit regret that he had left Calcutta unwell, for his native village. trust that he will recover, for he seems to be a lad of superio abilities; and, judging from his answer to a question beyond th scope of the College lectures, of some general information.

Second Class.

1. Gopalkishen Ghose.
2. Ramnarain Mutty Lall.
3. Kaliprasuno Mittre.

Alphabetically.
4. Bishonath Sing.
   Mohendernath Bose.

5. Durgachurn Banerjee.*

Alphabetically.
6. Gobindchunder Bose.
   Hurronath Roy.
   Hurryhur Banerjee.
   Issurchunder Chatterjee.
   Madhubchunder Ghose.
   Mutterchund Chatterjee.
   Motteelall Mitter.
   Rajendernath Sen.
   Tetooram Mookerjee.

7. Radhamadhub Bose.

'I regret to be compelled to state that the answers both of the first and second classes, but of the former especially, have disappointed me. It is possible, however, though I do not think that it is so, that my expectations may have been unduly high, and I should be glad, therefore, if our President or any other

* Only answered four questions.

Members would look over the papers, and favour the Committee with his opinion on them.'*

'Captain Richardson informs me that the classes are composed almost entirely of new boys: proper allowance should, of course, be made for this circumstance; but, it is to be expected, I should think, that the first class of each year should be mainly formed from the second class of the year preceding, that is very much the case, I apprehend, in every place of education; and I am not aware that the studies of the youths at the Hindoo College are more multiferious and distracting than the studies of lads of a corresponding age elsewhere,† I really think that any young man of moderate abilities might easily make himself master in a year, (even supposing that he knew nothing of the matter before,) of at least all that Robertson and Hume have respectively recorded of the History of ancient India, and of the reigns of Henry VIII., Charles I, and James II. But now, the second class, (which I did not examine last year), know nearly as much of those matters as the first class; and, therefore, whether they be promoted or not they will commence their studies for the present year with great advantages.'

'I am inclined to recommend that the Lectures should take a wider scope, embracing an unbroken series of English History, from the accession of Henry VII. to the revolution.'

'Some allowance ought to be made, as urged to me by Capt. Richardson, (whose honorable anxiety for the credit of his pupils I am truly grieved to wound), for the imperfect knowledge of the English language with which the lads commence their historical studies. I ought also to state, in justice to the second class, that the reign of James II. was not one of those, with which they were

* It is but fair to mention that a few weeks after Mr. Mangles had examined the boys of the first and second classes he was present at their public examination at the Town Hall, and after a great variety of historical questions had been put to the same boys in his presence, he expressed himself surprised at the readiness of their answers. The President of the General Committee and the Lord Bishop also bestowed high commendation upon the youths for their display of historical knowledge on the occasion.

† At Haileybury in my time the two senior terms (each term being the income and outterm of a half-year) studied and were examined in Greek, Latin, Persian, Oordoo, Bengali, Mathematics, Law, and Political Economy.

officially reported conversant. The first class were reported to be prepared for examination in that reign, and thence the mistake.'

'I cannot recommend, I am sorry to say, that either Greeschunder Bose or Gopal Kishen Ghose, the first of their respective classes, should have full Prizes. I would suggest that the former should have a Prize of half the value of that awarded to that very meritorious scholar, Rajkrishna Dey, the first class Prizeman of last year, to mark the Committee's sense of the great inferiority of Greeschunder Bose; and that Gopalkrisen Ghose should in like manner receive a reward proportioned to his deserts, of only half the full value.

'Captain Birch favoured the College by examining the 4th and 5th Classes of the Senior School in Literature, and we are indebted to Baboo Prusunno Coomar Tagore for conducting the examination in Bengali: We shall submit their Report as soon as received.

'The classes and subjects in regard to which we had not the aid above indicated were undertaken by ourselves, and though not jointly, we deem it convenient to present results, without distinction of our respective shares in the labor.

First Class, English Literature. The students of the class were examined individually with much minuteness, and tried by difficult passages in Milton's Paradise Lost, and Bacon's Essays; neither of these passages had been read in the class. The general result was highly satisfactory, demonstrating that the pupils owe much to the zeal of Capt. Richardson. During the first year, of twenty-one examined students, five only were found whose performance may be considered as indifferent; of the remaining sixteen, nine evinced superior expertness and attainments, and seven were found respectable in their acquirements. The two most proficient are Grischunder Bose and Kedarnath Bose—their merits are so nearly on a par that we recommend that the Prize be divided between them. The next in order of merit are Madhub Chunder Chuckerbutty, Rajkoomar Bose, and Radha

madhub Deb. The tabular statements will shew more particularly the classification.

'In mathematics the first and second classes were tried by a scheme of questions of which a copy is annexed: Radhamadhub Deb, who was the first student last year in this branch of study, this year also excelled his fellow students; next to him in proficiency were in order, Nilchunder Ghosal, and Srinath Sicar. It is highly creditable to the institution and the care of Mr. Rees, that there should be three pupils, one of whom solved all the questions, and the other two all but one. As Radhamadhub Deb had left the school shortly before the examination, and has gained the Mathematical Prizes during two successive years, we have deemed it fair to award a Certificate to him, and the prize to Nilchundro Ghosal.

'In the second class, Motichund Chatterjee, particularly distinguished himself by the neatness and accuracy of his solutions, and is entitled to the prize nearly equal to the one awarded to Gopalkishen Ghose. For the classification of the rest we refer to the tabular statements.

'In Natural Philosophy, the first class was tried by a scheme of ten questions, and the second by a scheme of six; copies of which are annexed. We are gratified by finding so many accurate solutions. We think the result of this examination, as well as of the trial in Mathematics, very creditable to the attention and zeal of Mr. Rees.

'The merits of the pupils of the 2d class in English Literature were tried by a test similar to that applied to the first, and with similar results. The most proficient in their order of merit were Doorgachurn Banerjee and Gopalkishen Ghose, the former is entitled to the Prize. The general performance of this class appeared to us satisfactory.

'The third class, of whom twenty-three were examined, were tried individually by a piece of Shakespear which they had never

before seen and, which we annex for reference, because we are of opinion that the readiness and accuracy with which this was expounded by the scholars of this class, testify that the standard of proficiency has risen in the school, and reflects great credit on the exertions of Mr. Middleton, the head master, under whose immediate tuition this class is placed. Saradaprasad Biswas, distinguished himself most in literature, but there were not less than five proficient and closely approaching him in merit, and only five may be considered as having failed in the severe test by which they were tried.

'This class has also had the benefit of Mr. Middleton's tuition in Mathematics. The first section were required to demonstrate *viva voce* the 31st Proposition of the sixth Book of Euclid, which was done by eight, (out of the nine who compose the first section), though with varying degrees of neatness. As a further test of their skill in Geometry, they were directed to prove 47th Proposition of the first book by application of the 8th Theorim: their solutions were given in writing. As a further trial they were tried by another Geometrical Proposition, for solution of which ready application of the Geometry of Euclid is required: accurate solutions were given by several. The most successful performance was that of Jogeschunder Ghose, who also excelled his class in this solution of the Algebraical questions, by which three junior classes were tried. The next in merit are Saradaprasad Biswas, and Dwarkanath Seal.

'Mr. Jones is charged with the mathematical instruction of the fourth class, the first section of this have learnt the four Books of Euclid, and are advanced as far as simple Equations in Algebra. They were required to demonstrate *viva voce* a proposition (by no means easy) of the third Book, and in wishing to solve a problem involving the application of Theories of the second Book, all but one succeeded in the first task, and several in the second. The first in merit is Nobinchundro Mookerjee, who also excelled in Algebra—he is entitled to the Prize.

'The fifth class consists of thirty-seven pupils, of whom twenty-three attended the first section of nine, had advanced as

far as the 26th Proposition of first Book, and the Elementary rules of Algebra; they were examined in two propositions which they solved *viva voce*, but with varying degrees of readiness. In the rules of Algebra, they are well founded: Gopalnath Mookerjee proved himself the best.

'Since the last report, the rule for expelling refractory students has been adopted in some cases, and with a very good result. This year in Mathematics the junior classes evinced more general, as well as more positive proficiency. We have already commended Mr. Middleton's zeal in regard to the third class, and are bound also to notice in terms of high praise the attention of Mr. Jones.

'Not to extend the limits of this report we refrain from noticing in detail the results of the examination of the 3d, 4th, and 5th classes; in History, Geography, and other branches, not specially brought to notice in the preceding parts of this address. The comparative merits of the pupils, and results will appear from the tabular statements. The attainments of these classes, in these various branches, are necessarily elementary; but we observed with pleasure a general equality of many of each class, which we regard as a proof of the zeal and attention of the masters, of whom Mr. Palmer, and Mr. Muller remain to be named.

'The pupils of the 1st and 2nd class were required to write an Essay on the influence of Commerce on Civilization, a subject selected by your President. The first tried their skill in an exercise written in the College Hall, and were then directed to prepare other Essays at their own houses. The first trial, is the surest test of merit; for, it excludes the possibility of aid. The composition of three Essays is very creditable; the Prize is awarded by your President, who has obligingly examined these papers, to Ramnarain Motilal.

'Of the nine large classes of the Junior School, the first which had the benefit of Mr. Molis's instruction can alone be considered as having emerged from the elements. Its studies were, Poetical Reader, No. 2; Prose Reader, No. 5; Brief Survey of

History; Elementary Geography; Arithmetic, Vulgar Fractions, and Decimals; and the Projection of Maps. In all these branches most of the pupils were found expert, and that general proficiency prevailed, which might have been expected from the often commended zeal and attention of the Head master Mr. Mollis, in whose recent death the Hindoo College has suffered an irreparable loss. His temper and tact, in the management of the large Junior School, deserved the highest praise; his zeal diffused its spirit throughout the whole school. We are happy to be able to report most favourably of the state of all the Elementary Classes, and the attention of the masters.

'We have reserved to this place to notice with regret the disappointment which Mr. Mangles experienced from the results of the historical examination of the first and second classes. We have sent a Copy of his Report to Captain Richardson, requesting his attention to the suggestions therein contained. Of the Senior Class (23) to which Mr. Mangles particularly alludes, there were only 9, who were in their second year of studentship in that class. It is deeply to be lamented that some plan cannot be devised to prolong the residence of the students of this class. But their poverty, and the facility with which respectable, and lucrative employment is obtained by the Students of the Hindoo College, cause their removal before the completion of the proper course of studies. We believe also that, aware that their studentship is limited, many of the pupils relax in their attention to particular branches; a notion too, that an accurate knowledge of History may be acquired by self-instruction, after leaving the institution, is likely, in some instances, to induce the Student to direct his energies to other pursuits in which the aid of an instructor is supposed to be less dispensible, and which is regarded as more important.

'In the Visitorial Report of 1836 the number of pupils were stated to be 469, at the close of that year. But we have ascertained that there was only at the close of 1836 and beginning 1837, 424. At the close of 1837, there were in all 451 pupils, thus distributed.

UPPER SCHOOL.

Pupils paid for.....	98	
Foundation	23	
	——	121

LOWER SCHOOL.

Pupils paid for.....	307	
Foundation	23	
	——	330
Total.....		451

'We are happy to say that the demand for education in the College is increasing, so that the Lower School, is crowded beyond the extent even of its increased accommodation. There will be a removal of about fifty pupils to the Upper School, but the places will be soon occupied by new scholars. We thus anticipate that the necessity of extending the accommodation of the Lower School will soon arise.'

6. Captain Birch, who examined the 4th and 5th classes for 1836, made also a favorable report in regard to the literature of these classes for 1837; the 4th class in particular he found more advanced than in the past year. The minuteness and labour with which he conducted the examination, renders his opinion very valuable on this subject.

CALCUTTA MADRESSA.

ARABIC.

7. At the beginning of the year there were 114 students of whom fifty-three were stipendiary; at the close there were 125 of whom forty-one were stipendiary. Of these only twenty attended the English School attached. We transcribe for your

Honor's information the reports made by the several gentlemen who obligingly conducted the examinations.

Extract from Mr. Prinsep's Report.

'Having been appointed President of the Law Examination Committee, in the room of Mr. Secretary Macnaghten, I attended the examinations held at the Madressa, on Saturday the 2d December last, when thirty-two students of Arabic Law presented themselves, as candidates for the Moolvee's Certificate.

'I superintended in person the Oral Examinations of all these students, and saw them performing the other exercises at separate tables in the examination hall. The written exercises were delivered in as completed while the Oral Examination, were in progress. These were not over until after sun-set.

'I am indebted to Captain Ouseley, the Junior Member and Secretary of the Committee, for taking on himself the more laborious duty of examining, the written exercises and classing them according to the degree of accuracy manifested by the students in their performance of them; several, however, were subsequently tested by myself, with the assistance of Hafiz Uhmed Kubir, the Aumeen of the Madressa.

'As the result of this examination I beg to recommend that the Molvee's certificate be granted to Mohamed Buksh Varis Alee and Khadeen Hossen of the Calcutta Madressa, to Fuzzul Uhmud Umjid Hossain, and to Fuzzul Allee, candidates not attached at present to any seminary of education, who offered themselves for examination; and lastly, to Mohamud Fuzzel, of the Hooghly College.

'Of the other students the most deserving appeared to me to be Hossain Ulee, who performed the oral and written exercises with perfect accuracy. Judeey Ahmed Abool Husun, Abdool Jabur and Wasuoddeen, are also deserving of reward;

of the other students several exhibited superior qualifications in some part of their examination; but I have thought it best, not to recommend for certificates or other reward any one who failed, though it might be from accident in the accuracy of his reply to any one of the questions.

'It is now some years since I have personally taken part in these examinations, and I am happy to observe, that there is no deficiency in the zeal or attainments of the students of this important branch of literature.

'The qualifications of those who have offered themselves for examination were, as it seemed to me, of a superior order, and the number who presented themselves affords evidence of the popularity and growing estimation of the Study.'

EXTRACT FROM CAPTAIN OUSELEY'S REPORT.

'In the Grammar Class were eight students most of whom were well acquainted with what they had read. Goolam Jeelany, was, however, much more ready and correct in his answers than any of the rest, and I beg to recommend him for the prize in this department.

2d. 'The Class of general literature consisted of seven students, and of these Abool Fizle alone is considerably advanced; he appears to deserve reward for his attainments.

3d. 'The Students of Asoob or Principles of Law were examined on the 23d November; they are divided into two classes; the first, consisting of seven students, was orally examined in the Mossulum Assuboot, a work of considerable difficulty; the second, consisting of twenty-three students, was examined in the Touzeeh and Noorool; written interrogatories were given to both classes, and after a careful examination of the answers furnished by each student, I beg to recommend the undermentioned individuals as deserving of prizes.'

First Class, Abdool Jubbar; Second Class, Abdoollah Gholam Hosein.

4th. 'The Junior Law Classes were examined on the 25th, 27th, and 28th November. The number of students in this department amounted to sixty-three, divided into three classes. The first or Hidayah class contained twenty students; the second are Shurah Wagayah class, twenty-two students; and the three or Ushbah Onnurzair class twenty-one students. The following individuals proved themselves highly deserving of reward in their respective classes. I beg accordingly to bring them to the favorable notice of your Committee.

First class, Shaikh Abdoollah Ullaf Alee; second class, Waizooddeen Fuzlool Huq; third class, Nusseerooddeen Ulee Asheeruf.

5th. 'The departure of Dr. Mill who, for many years ably conducted the examination in Mathematics and Algebra at the Madressa, was felt severely on the present occasion; it was, indeed, for some time doubtful whether the students in this branch of science could have been efficiently examined this year; but Mr. D. McLeod, of the Civil Service, and Lieut. Cunningham of the Engineers, attended the Madressa at my request on the 27th November, and after a most patient and able examination of five hours, adjudged the prize in Euclid to Abool Hussun, and the prize in Algebra Obbeydool Hossein.'

6th. 'The examination in Natural Philosophy and in Logic took place on the 29th November; the best scholar in the former is Khadim Hosein, and in the latter Abdoollah; but it has not been customary to recommend prizes for proficiency in these branches of learning, and I have adhered to the usual course on this occasion.

7th. 'The examination in Rhetoric was held on the 30th Instant, the class consisted of twenty-seven students, and I beg to recommend for reward Mohumed Nazim, who is in every respect the best scholar in this department of study.

8th. 'Mr. Halliday, who minutely examined the Regulation' class, reported, that the whole acquitted themselves well. The most distinguished were Mumtaz Ali, and Fazlul Hakh.'

English School Attached to the Madressa.

9th. 'There were 155 pupils Muslims on the rolls of this school, which is, in fact, a distinct institution accommodated on the College premises; for there were only twenty of the Arabic students who availed themselves of its benefits. It might be called the Mohammedan English School.

10th. 'With the exception of the young man Obedal Hosain (now an under teacher) mentioned favorably in the report of last year, the attainments of the most proficient are merely Elementary. The senior class consisted of seven pupils and had read Goldsmith's Histories of England and Rome, had advanced as far as the 2d book of Euclid and Simple Equations, and had studied Geography. The Revd. Mr. McQueen obligingly examined the pupils of the English department; but his Report did not enable the General Committee to estimate the average attainments of the students in any branch. At the suggestions of Mr. MacQueen we have requested the Sub-Committee to propose a more minute and searching examination in this school. The standard of proficiency has arisen though not considerably. We rely however that at no distant period this school will become an important aid in dissiminating European Literature and Science amongst that class of natives which hitherto has evinced much indifference and reluctance to share in those benefits of which the Hindus (at least of Bengal) have so eagerly availed themselves.

11th. 'There is attached to this school a Bengali class, the examination of which was conducted by Captain Marshal, whose report, we are happy to say, is favorably to the proficiency of the pupils. It was referred to the students to chose between instruction in Urdu or Bengali, and a large majority preferred the latter, influenced of course, by its greater utility to them, when seeking livelihood. The same motive is now actively operating in regard to English, and the time approaching that it has become expedient to re-model this institution, in order

that it may be made an efficient Anglo-Indian Seminary. The attention of the Sub-Committee is directed to this object.'

CALCUTTA SANSCRIT COLLEGE.

2th. 1'This institution, it will be seen, has remained stationary. It began and ended with 122 pupils; but the unpaid, at the beginning of the year were sixty-five and at the close, sixty-eight. The 122 pupils formed seven classes viz. three of Grammar, one generally of Literature, Rhetoric, Logic and Civil Law, and exact Science (Jyotish). With the exception of the Law and Jyotish classes, the reports on the other classes are satisfactory. The General Committee believes that the Classical Literature of the Hindus is efficiently taught in this institution. The standard of legal proficiency appears to have been considerably declined, for no Law Diploma was obtained. We did not fail to convey to the Sub-Committee the dissatisfaction occasioned by this, and an expression of our hope, that it would give its serious attention to the circumstance, which tended so much to detract from the credit, and, consequently, utility of the institution.

13. Amongst the reports on the classes there was none on the Jyotish Class. The knowledge comprehended by this term, has a wide range. It includes Astronomy, and those sciences, which are necessary to Astronomical calculations. Its elements therefore, include arithmetic for instruction, in which, however, no provision seems to be made in the Sanscrit College; though the majority of the Sanscrit pupils are mere boys. We have called the attention of the Sub-Committee to this defect, and recommended its remedy. On this subject we remarked:—

'The Jyotish Professor should afford his aid in giving instruction to all the classes in Arithmetic, and the Elements of Algebra and Geometry. For those who wish to prosecute their

studies in higher branches as taught in the most esteemed Sanscrit works of science a select class may be formed.

'Most of the pupils of the Sanscrit College, are mere children and boys, and unless provision be made for this instruction, in the useful science of calculation at an early age, it is probable that they will go forth from your institution, without any knowledge of the first Elements, an ignorance of which (disqualifying them as it does for the business of life,) no eminence in literature can compensate.

'The General Committee further remarks on this subject, that a general institution of all in the elements of Jyotish, is the only means of ensuring a stock of students, capable of pushing their researches into the higher branches of exact science.'

The Sub-committee in its reply has noticed, that the neglect of legal studies is in part due to the unsupplied vacancies of Zillah Punditships. It has also recommended that a Bengali should be added for the purpose of affording instruction in Natural Philosophy, History and Geography, according to the European systems. This proposition we have recommended for the sanction of your honor.

MOHAMMAD MOHSIN'S COLLEGE.

ENGLISH DEPARTMENT.

15. The principles on which this important institution was established were fully developed in our report applicable to 1836. The Rolls of the College, then lately established, exhibited these results:—

English Department	1114
Arabic ditto	209
Anglo-Persian ditto	0

In April last, the College Rolls stood thus:—

English Department	750
Arabic ditto	274
Anglo-Vernacular	699

16. The decrease in the English Department is 264 compensated by, and probably due, to the establishment of a Branch and Auxiliary School at Hooghly. A substantial and commodious School-house had been built there by the subscription of the Zamindars, and the influence of Mr. D. C. Smyth. The institution, however, of the College at Chinsurah, defeated the intended private establishment at Hooghly, and Mr. Smyth was authorized to tender to us the School-house in question for the use of a School. We accepted the offer subject to no other stipulation than that of preference to be shewn to nominees of subscribers when the number of candidates might exceed accommodation. We have accordingly instituted the Auxiliary School in question on the principles adopted in regard to the Parent College, and on a scale of expenditure averaging about 225 rupees monthly. The measure has been very popular and the School has on its Rolls 227 pupils, being the utmost for whom accommodation can be offered.

17. The Senior Class of the English Department of the College was examined by our Secretary from whose Report dated 15th March, we make this extract:

'Having finished the Examination of the first class of the Senior School in Literature, Geometry and Algebra. I make this Report thereon.

'This Class consists of 24 pupils of whom thirteen only were present, the rest were absent mostly owing to the prevailing sickness.

3. 'As a test of their attainments I selected a piece of Milton, which each student was separately required to read, and after reasonable time allowed for reflection to explain. As this is a book unread by them (for their own Class Book is Pope's Odyssy)

the test must be considered as severe, and allowance should be made for mistakes.

4. 'I consider the performance of Balaram Biswas as the best and extremely creditable. He read well and answered most of the questions as to meaning and grammatical construction, with an accuracy which I did not anticipate.

5. 'Next in proficiency to him is Jadubchunder Mitter. He reads however slovenly with a vicious pronunciation. Indeed the defect is common to many and must be attributed to the want of early good instruction.

6. 'I am disposed to place Benimadhub Banerjee and Richard Cecil and Bhawanicharan Mullick, as next in order of merit; the first and third explained rather better than the second, who, as might be expected, had the advantage in reading and correct pronounciation.

7. 'The reading of Bhawanicharan is, however, so bad, that he should be rated last: Benimadub being rated first.'

8. For the rest I assign this order.

Bhugbuttychurn Mullick, Ramrutten Sircar, Ramgopaul Doss, Obhoychurn Neugee, Bholanath Ghose, Bhuwanmohun Sen, Ramchand Pine, and Isswarchunder Maddock.

9. 'The general results satisfies that much attention must have been bestowed in the instruction of that class in Literature by Mr. Sutherland.

10. 'To correct the vicious pronunciation of most of the pupils of this class I would suggest, that they be practised in the recitation of pieces of Poetry.

11. 'As yet the students of this class are not sufficiently advanced to submit specimens of composition. In the present

year they ought, I think, frequently to be exercised in translation from Bengalee into English, which should undergo minute correction. They will thus gain habit and confidence. Specimens may be sent with your Second Quarterly Returns to the General Committee.

12. 'In Geometry I selected as a test the 36th Proposition of the 3d Book of Euclid. This was attempted *viva voce* before me by each student successively. Of the thirteen five gave good demonstrations, but varying in merit: three particularly succeeded, and five failed. To the five first I offered a problem not in Euclid. The accurate solution of this require considerable skill and a ready application of geometrical theory. Balaram Biswas and Bolanauth Ghose both solved this; but the first in a much shorter time, and I consider his demonstration of the 36th Proposition of the 3d Book, was the neater and most ready. I award to him the highest grade in Geometry. Next in order is Bholanath Ghose, and I graduate the others thus:—

Isswarchundro Madduck, Banimadhub Banerjee, Jadubchunder Mitter, Bhugobuttychurn Mullick, Bhobanichurn Mullick, and Ramrutten Sircar.

Richard Cecil, Ramgopal Doss, Obhychurn Neugee, Ramchund Pyne, and Bhoban Mohun Sen.—*Bad.*

13. 'The last eight failed in demonstrating the 48th Proposition of the 1st Book; hence I recommend, that they should be exercised frequently in the principal propositions of the two first Books.

14. 'The Algebraic Studies of the first Class extended to simple equations and surds; they were tried with fourteen questions varying in difficulty. From similarity of errors I have some suspicion that the youths may have aided each other, and this makes me somewhat diffident in assigning them their proper places. I class them thus according to their merits:

Benimadhub Banerjee, Richard Cecil, Issurchunder Madduck, Boloram Biswas, Rholanath Ghose, Ramchund Pyne, Bhugobutty Churn Mullick, Ramrutten Sircar, Koylaschundo Doss, Ram Gopal Doss, Gungachurn Some, Bhubanmohen Sen, and Jadubchunder Mittre.

15. 'If we may rely that mutual aid was not given, I think the general performance is creditable. The failure, however, of the class to solve the 2d* and 5th questions induces me to suggest, that they should be frequently exercised in questions of an abstract character. If there is only one prize for Geometry and Algebra, I suggest that it be divided between Balaram Biswas and Benimadhub Banerjee, if this is not admissible the great superiority of the former as a Geometer entitles him to take the sole prize.

18. 'Subsequent to this a deputation from our body proceeded to Hooghly to visit the institution, and distributed prizes. We subjoin an extract from their report.

3. 'We were pleased with the good order and method which have been introduced in the institution. We could wish that the premises could be made more commodious for the purpose of the College, and regret that there is no immediate prospect of this without neglecting those rules of caution imperative on a public body purchasing for a trust.

'4. 'The inspection of the classes finished, previous to the distribution of prizes we called before us the pupils of the first class, and proposed to them for solution various questions on History and Science; the general character of their answers was satisfactory, and from our own observation as well as from the Report of our Secretary, who examined the first class in Literature and Mathematics, we form a favorable opinion, as to the zeal and attention of the Principal Dr. Wise, Mr. James

* Benimadhub gave the answer of the 2d; but the working out was wanting.

Sutherland, and as also of Mr. Cooper, the principal teacher, and the other instructors of the institution.

5. 'We did not however find the pupils so familiar with the principles and leading facts of Astronomy, and Mechanics, as we learned from Mr. Wise, that they have been reading Sir John Herschel's Preliminary Discourse on the study of Natural Philosophy. We think this above their present attainments, and have recommended, that for the current year, the popular treatises on Astronomy, Mechanics, and Optics, published by the Society for the Diffusion of Useful Knowledge, be adopted as Class Books; their popular character, renders them best suited to convey the first elements to the Tyro in those sciences.

6. 'We annex copy of Mr. Sutherland's Report, on the Examination conducted by him, and beg to add, that we concur in the suggestions made by him.

7. 'In September 1836, Mr. Trevelyan and Mr. Sutherland, as a deputation from your Committee, visited this institution then recently established, and submitted a detailed Report for its organisation. At their suggestion, the English Department, was devided into two Schools, the Upper and Lower, and each School was graduated into four classes. Those classes which received a number of pupils, inconveniently large, were again subdivided into sections, indicated by letters, and it was intended those sections should be mutually duplicates of each other in respect to studies. Out of some of the junior classes, it was found necessary to perform as many as four sections.

8. 'Many of these sections, however, are not now duplicates of each other, owing, probably, to the inequality of the masters and pupils, and, perhaps, to some imperfection, in the original assortment.

9. 'In fact in the scheme, for distribution of prizes, the principal had set down, each section as distinct class of which the deserving were to receive separate reward, it was this apparent

diviation from the plan of 1836, that attracted our attention and obtained the explanation we have just given.

10. 'We are of opinion that the number of classes, in both schools, should correspond with the decided and marked grades of attainment, found to exist amongst the body of the pupils after careful estimate.

11. 'The plan adopted in 1836, of sub-dividing an over numerous class into sections, may be resorted to, if necessary; but prizes, in such case, should be contended for, in common, by the whole, of all the sections of the class.

12. 'We think the forty pupils are as many as one master efficiently can teach, and if the number of co-equal pupils assigned to any class, considerably exceed this, resort should be had to the subdivision by sections; we are also of opinion, that where there are several sections of a class, the masters should take each by turn, so as to secure equality of instruction; the number of prizes, for each branch of study, should be regulated by the number of sections; but should be graduated in value, so that they may be assigned to the most proficient with reference to their merits.

13. 'We observed in the elementary class, many youths whose age exceeded sixteen years. From lads whose initiation has been thus protracted, little can be hoped, and their intermixture with mere children, is prejudicial to discipline, and open to other objections; we suggest, therefore, that now the school is established, a limiting age for admission, should be adopted; we propose that no pupil be admitted after the age of sixteen years; that if the age of the candidate exceed twelve years, and does not exceed fourteen years, he be inadmissible unless his attainments qualify him for the last class, of the senior school, and that if his age exceed fourteen years, he must be qualified for the first class.'

19. The suggestions contained in this, have been adopted by us. That which regulates the age of admissible candidates,

is of importance. On the institution of the college no qualifying limit to age was fixed; this, however, was found inconvenient, and objectionable, the initiation of the pupil is delayed till manhood, no adequate proficiency can be expected, and instruction and accommodation, are thus wasted, the association too of men with children as fellow scholars, is prejudicial to discipline, and open to other objections, as stated in the report. The experience of the Hindoo College shews, that the most proficient students who have reflected the greatest credit on the institution, are those who entered as children and ascended, from the lowest to the highest classes.

20. The Junior classes were examined by Principal Wise, and Professor Sutherland, their report is favorable in regard to the progress of the pupils, and attention of the masters.

ARABIC DEPARTMENT.

21. We had recourse to the aid of Captain Ouseley, and his assistants, in the examination of the pupils of this department, for we deemed it highly important that the efficiency of the College, and attention of the teachers, should be put to this test, the following is an extract from his Report.

2. 'The numbers of the students for examination in both departments amounted to three hundred and forty seven, of which number, twelve were absent from sickness, or other causes. The studies of a large majority of those who attended the examination were of an elementary description, as might be expected from the establishment of the institution; but there were not wanting some who evinced a highly respectable knowledge of Arabic Law and Literature, and a very considerable acquaintance with the most difficult works in the Persian language.

3. 'The study of Astronomy according to the European system is likely to become very popular in the College; judging from the zeal and industry with which a young class had mas-

tered the greater portion of a small tract published on the subject in English and Hindoostanee, by the Calcutta School Book Society, and one or two of the younger boys also appeared to possess a fair general knowledge of Geography, and the Use of the Globes.'

4. 'In Arithmetic and Geometry the progress of the students was creditable, with reference to the time they had been engaged in such studies; in Rhetoric and Logic their proficiency was inconsiderable, with the exception noticed in the list of students who merit reward, and in both Arabic and Persian Grammar their attainments generally were very satisfactory.'

22. Your honor is aware that this College is located at Perron's House at Chinsurah, and that it has been our wish to purchase those premises in order that, by additions, we might adopt them for the purposes of the institution. With the permission of the Supreme Government, we opened a negotiation for the purchase with the native of whom we hold the lease. In the course of the negociation an adverse claim was advanced, and ere any adjustment had, or well considered opinion could be formed, as to the merits of the claim, our landlord died leaving a minor heir.

MIDNAPORE SCHOOL.

23. The state of this institution will appear from the following extract from the reply addressed by our Secretary to the Examination Report on this institution.

2. 'The General Committee observes, that at the end of the year there were seventy-nine pupils, there are now 118. There is an increase of seventy-nine; you attribute it to the intended exclusion of Persian from Public Offices.'

3. 'The General Committee is pleased with the result, and will immediately forward a third Under Master, on a suitable salary.

4. 'The General Committee is gratified by observing that Mr. Tydd has found no difficulty in levying the cost of class books. I am however directed to observe, that all sums thus realized should be brought to credit, monthly at the foot of your abstract. For Globes, or any other wants the Local Committee will be pleased to indent.

5. 'Mr. Tydd proposes that the pupils whose parents are able should pay eight annas monthly for their education. The General Committee sanctions this. Sums realized are to be credited monthly in the mode indicated.'

DACCA SCHOOL.

24. At the close of the past year, there were 314 pupils on the Rolls of the School, of these 274 were Hindoos, twenty-eight Muslims, and twelve Christians. They were thus distributed in seven classes:—

1st Class	. . . . .	6
2d Ditto	. . . . .	33
3d Ditto	. . . . .	31
4th Ditto	. . . . .	35
5th Ditto	. . . . .	41
6th Ditto	. . . . .	59
7th Ditto	. . . . .	109
		314

25. For their instruction, there were five teachers of English, and four of Bengali.

26. The most proficient of this school had learnt the first propositions of the first Book of Euclid. Their English studies were Goldsmith's History of England. They had advanced in Arithmetic as far as compound proportion, and were familiar with Elementary Geography.

27. Though the standard of proficiency as yet is only rudimental, we are still satisfied with the state of the institution, and

pleased with the popularity which it enjoys, indicated by the increasing number of pupils, who seek the advantages offered.

28. At our suggestion two additional Under Masters have been appointed, and we have recommended that a commodious School House, at a convenient part of the city, should be erected. For this purpose the site of the Hon'ble East India Company's Factory, has been proposed, and its selection is under consideration.

29. We confidently anticipate that the institution in the course of a few years will become an important Provincial College, and be the means of disseminating knowledge in the neighbouring districts.

COMMILLAH SCHOOL.

30. The position of this school at the end of 1837, is explained by this extract of the Report of the Head Master to the Local Committee. 'The school was opened by me on the 20th July 1837, the number of boys whose names were entered on the first day, amounted to thirty, after which the number increased rapidly, till in December the names of boys on the school list amounted to eighty-eight, of whom four were Mussulmen, eighty-two Hindoos, and two Christians. The pupils were all *Tyros*, and commenced with the alphabet. No examination was held at the close of the year, the school being in its infancy, and the scholars only just beginning to comprehend, and apply themselves to fill the duties of their novel situation.'

GOWAHATTI SCHOOL.

31. This school has steadily progressed in number. The table above inserted, shews that at the beginning of 1837, there were 131 pupils, and at the end 154: of these thirty-six were Muslims, one Christian, and 117 Hindoos. We cannot speak

with confidence as to the raised standard of proficiency in the school, because the reports on the close of the year were not framed so as to enable us to form a correct opinion. This defect has been duly noticed to the Local Committee. The school in the past year suffered from illness, absence, and change of masters. The popularity of the institution, and the demand to share in its benefits have induced us to comply with the request of the Local Committee, that the instructive establishment be increased. We have appropriated an extra monthly sum of 100 rupees to defray the salaries of an additional teacher of English and Bengalee.

32. The demand for education, which exists in this province, has been brought to the notice of the General Committee and Government, by the Local functionaries. The General Committee could not comply with the proposition to establish a school at Dharampore, or to support a circle of vernacular schools proposed by Captain Matthie. In its refusal it was influenced by these considerations. Compliance would have caused a diversion of funds from other objects, and the system as yet acted on by the Committee is opposed to the extension of its means and energies by too wide an expansion. The question of support to the rural schools, independent of the general fund, is before your honor.

CHITTAGONG SCHOOL.

33. Not having received any Examination Report from the Local Committee, we requested its transmission, and in its reply the Local Committee explained, that the school had laboured under several disadvantages. The most prominent of which is the charge of instructor. The following extract from our secretary's reply, written by our desire, will shew the position of the school, and our views in regard to it.

2. 'The General Committee admits that the circumstances explained by you have been very unfavourable to your institu-

tion, at its commencement, and account for the very elementary character of the knowledge of the most advanced of its pupils. They observe, however, that the present number of scholars is only sixty-one, and you state that the establishment of a Roman Catholic School is likely to divert from your school more of the Roman Catholic youths of the vicinity ; this being the case the expectation of the General Committee in establishing the School at Chittagong are disappointed; and it seems necessary to transfer one of your masters to another place, where his services will be more useful. This subject is under consideration : The General Committee requests an early communication from your Committee, in case any improvement of the prospects of your school has taken place.'

BEAULIAH SCHOOL.

34. The following extract from the Secretary's reply to the Report of the Local Committee, on this school will shew its state at the end of last year.

2. 'The General Committee remarks, that at the end of 1837 there were attached to the school 141 pupils, of whom 136 were Hindoos, four Christains, and one Muslim. These were distributed in eight classes under the Head Master Baboo Saradapersaud Bose, and his assistant.

3. 'The senior class at the time of examination consisted of ten pupils, and their studies had been English Reader No. 6, Brief Survey of History, Marshman's History of India, Elements of Geography, Geometry, Algebra, and Arithmetic, as far as Division in Decimals.'

4. 'The General Committee is gratified in observing that since then the number of pupils had increased, and that your Committee mention their attainments, and the exertion of the masters, in terms of commendation. In its sentiments of appro-

bation the General Committee concur, being of opinion that the state of the Beauleah School is satisfactory, and creditable alike to the attention of the Head Master, and the zealous superintendence of your Committee.'

35. Two Teachers being inadequate to the instruction of the increasing number of pupils we proposed to assist the school with two Under Teacher: We understood that many of the pupils belong to families in easy circumstance, we relied on this extra charge being replaced by sums so levied for Schooling. This system we have recommended for adoption to the Local Committee, which had proposed pecuniary allowances to the senior pupils as Monitors: A plan to which we object because it approached the abolished stipends in character, and diverts the best students from their own improvement.

BHAUGULPORE INSTITUTION.

36. This school for the first time finds a place in our report. It was only established at the end of 1837, when the special grant of Government in favor of the Hill School, attached to the Hill Rangers, rendered available means for the establishment of a school for the inhabitants of the town. On calling on the Local Committee for a report, it explained that owing to the infancy of the institution, it had not deemed it necessary to submit any for 1837. In July last there were fifty-two pupils divided into four classes. The studies of the most advanced are quite elementary, and we do not deem any special remarks in regard to this school now called for. We are however gratified in finding from the Report of the Local Committee that the number of pupils is daily encreasing.

BHAUGULPORE HILL SCHOOL.

37. The state of this school at the close of the year will appear from this extract from our Secretary's reply in answer to the Report of the Superintendent.

'There were 104 pupils on the Rolls of the School. Of these thirty contribute to form the English Classes; and the rest were distributed amongst the Hindi Classes.'

'The 1st English Class consisted of eleven pupils of whom one is a Hindoo. They had read ninety pages of Reader, No. 1, and learnt most of the lessons in No. 2 Spelling Book. They are also advanced as far as the third 'Compound Rule' of Arithmetic. By this the General Committee suppose is meant Compound Multiplication.

'The first of the Hindi Classes also consists of eleven Boys: They had read twenty-two pages of Prem Saugor, and practised reading the Byal Pushese 'and understood' the easy rules of Hindi Arithmetic.

'It is unnecessary to remark on the very elementary character of the attainments of the most proficient of the school. The General Committee is aware that the peculiar character of the school forbids the expectation that the standard of proficiency will experience any considerable rise; the Committee however hopes some improvement may be effected.

'For instance the 'Third Compound Rule,' seems a very slender modicum of arithmetic for the first English Class; again, the first Hindi Class (so you write) Cipher in all the easy rules of Hindi Arithmetic: the extent of this knowledge also seems to be equally slight.

'The General Committee does not indeed exactly comprehend what may be the easy rules of Hindi Arithmetic, but taking for granted English and Hindi Arithmetics are identical, the Committee suggests, that the most advanced pupils might be taught the science simultaneously, unless considerations of convenience oppose this plan.

'The Committee direct me also to add, that the pupils of the first class should be practised in Hindi composition.'

PATNA SCHOOL.

38. There has been a small accession of number to this school. At the beginning of the year there were 102 pupils; at the end 109: viz. fifty-three Bengal Hindoos, thirty-one Hindoos of Behar, twelve Muslims, and fourteen Christians. They were divided into six classes. The first consisted of eight pupils, all Christians but two. Their studies were the Brief Survey of History, Popular Treatises on Mechanics, &c. First Book of Euclid, Arithmetic, Clift's Geography. With reference to the last year the standard of proficiency has rather advanced, but is not so high as might have been expected in the fourth year of the school. This, however, has suffered under disadvantages, and is still jealously regarded by the Hindoos of the place. The Local Committee trusts, that the benefit afforded by the institution will gradually be more duly appreciated, and in this expectation we participate.

39. The Local Committee reported favorably on the attainments of the pupils in Urdu, and in noticing this part of their report we urged on the Local Committee the importance of promoting an efficient cultivation of the vernacular dialects in this School. At the suggestion of the Local Committee we sanctioned the appointment of an Under Master at this institution. On the retirement of Mr. Clift owing to the decreasing number of pupils, the vacancy thereby occasioned had not been filled up.

ARRAH SCHOOL.

40. This also is now noticed for the first time. The Report on its state at the end of 1837, was deficient in particulars, though the Local Committee expressed a favorable opinion as to the progress of the school. We have received the particulars as to number, classes, &c. for which we called.

BENARES SANSCRIT COLLEGE.

41. The state of this college, at the close of 1837, will appear from the following extract from our Secretary's reply, dated 10th March, to the report of the Local Committee.

'The General Committee remarks that the rolls exhibited the names of 178 pupils, of whom 105 are stipendiary. The total is 44 less than the number at the beginning of the year; of these twenty-three were stipendiary, and nine were dismissed for inattention.

'The sub-division of classes appears to be thus:—

1st Grammar Class	17
2d Ditto	14
3d Ditto	7
4th Ditto	13
Literature	51
Theology	17
Logic	9
Sankhya Philosophy	18
Law	8
1 Mathematics and Astronomy	20
2 Ditto	21
	149

'The Persian or Arabic class, consists of 29 students none of whom are studying Sanscrit.

'The General Committee is pleased to find that you report favorably of the zeal and attention of the Professors and Pundits.

'The General Committee is aware of the suspension of the Studies of the Law Class; it regrets, however, to find so few a number enrolled in it, and hopes that in the current year more will be added, and a higher standard of proficiency the result.

'In regard to the Persian and Arabic classes, the General Committee requests the Local Committee, will consider the expediency of its continuance, particularly with reference to the fact that none of the pupils of this class are students of Sanscrit.

'The General Committee approves of the diminution of the number of holidays proposed by you.'

42. We regret to say that we cannot consider the general state of learning in this institution as satisfactory. When the removal of the Law Professor rendered the selection of a successor necessary, no sufficiently qualified eleve of the institution was found; so that the General Committee, was reduced to the necessity of a probational selection, of a Western Pundit, not eminently qualified for the appointment of a Bengal Pundit. The latter alternative appeared objectionable.

43. After consulting with the Local Committee the General Committee decided on the abolition of the Persian and Arabic Class of the College, which had been diverted from its original design.

44. The attention of the Sub-Committee of the Calcutta Sanscrit College, as already stated, has been directed to propositions of which the object is to impart a more popular character to the studies of its pupils, so as to render them more fit for business. The abolition of Persian has given to the Bengali a forensic value, which is likely to create a demand for the superior Bengali attainments of the students of the Calcutta Sanscrit College. The same cause however is not likely to operate with the same effect in the Benares Sanscrit College; for the substitution of Urdu for its parent Persian, in the Western Provinces, is a change too slight to produce any encouragement to Hindu learning. When, the experiment has been tried at the Calcutta Sanscrit College, and if found efficient, the General Committee proposes to communicate on the subject with the Local Committee at Benares.

BENARES SEMINARY.

45. The number of pupils enrolled at the close of 1837, had encreased slightly. There were 142 at the beginning, and 147 at the end of the year. Of these seventy-five were Bengali Hindus, sixty-one Western Hindus, eight Muslims, and three Christians; the standard however of proficiency appears to have advanced. We make this extract from the tabular reports in regard to the reading of the first class:

'From page 224 to the end of Marshman's History of India; from page 129 to 157 of Clift's Political Economy; from page 57 of the 2d treatise to the end of the 3d treatise on Mechanics; and from the beginning to page 19 of Hydrostatic of the introduction to Natural Philosophy of the Library of Useful Knowledge. Geography from page 245, to the end of Nicholl's Geography with Exercises on the Maps and the Occasional Use of the Globes; from page 85 to 100 of the Poetical Reader, No. 3; Chemistry, from the beginning to page 82 of O'Shaughnessy's Manual of Chemistry; Geometry, from the beginning to the end of the 4th Book of Euclid, and Definitions in the 5th Book; Logarithms, Multiplication, Mensuration; from fifteen to sixteen Problems of Bonnycastle's Mensuration; Algebra, higher Equations.

'The boys of this Class write Exercises in composition daily, and Essays monthly.'

46. The most proficient pupils were about to leave, and the Head-master does anticipate that in regard to scientific attainments at the close of the current year, those who are promoted will not come up to the standard of the others. Those who expect to obtain public employment by an arrangement (sanctioned by us) were to prolong their studies occasionally until successful We were gratified to find that at this institution the Library of Books supplied was in great request amongst the pupils. Mr. Davidson, a Member of the Local Com-

mittee, noticed the defective attainments of the pupils in Hindustani; and we, in reply, suggest to the Local Committee, that attention should be given to this subject. The General Committee considers that the state of this institution is very creditable to the exertions of Mr. Nicholls, the Head-master, and the attention of the Local Committee. The examination exercises sent down fully evinced the care which Mr. Nicholls continues to bestow on his duties. The following were the most distinguished pupils to whom the principal rewards were bestowed:—

1.	Dinbundhoo Ghuttack . .	Great Improvement in English, and Mathematics.
2.	Sardadas Mittre	Natural Philosophy, and Chemistry.
3.	Shiva Shuhayee	Regular attendance.
4.	Bardadas Mittre	Considerable Improvement in all the branches of study, during the year.
1.	Gobindchundro Bhuttacherjo .	General Improvement.
	Sib Suhay	Best Essay.

GHAZIPORE SCHOOL.

47. At the beginning of the year, there were fifty-seven scholars; and, at the close, sixty-nine; of these three were Christians, twenty-nine Bengali Hindus, twenty-two Western Hindus, and fifteen Muslims.

48. The studies of the 1st class (consisting of nine) were Elements of Political Economy, Geography, Geometry, Algebra, and Mechanics, Arithmetic and History (thirty pages).

49. The result of the year shews, that the standard of proficiency has advanced, but not in any considerable degree.

50. The Report of the Local Committee notices that the education offered at the school still continued to be little appre-

ciated by the inhabitants. The frequency of withdrawals, and the irregularity of attendance, are complained of by the Head-master. He thus accounts for this,—the parents connect no prospect of advancement in life with the course of education offered.

51. As remedies, the Head-master proposed the exaction of contributions from the parents on the principle that what was paid for would be deemed valuable, and the institution of the scholarship. We have left to the discretion of the Local Committee, to exact contributions from those able to pay, but disapproved of the proposed institution of scholarships.

52. The Local Committee in its Report writes that 'still with every drawback, and admitting that the report is not so favorable as it ought to be; the Committee are disposed to think, that upon the whole, the cause we have espoused is gaining ground, that objections are gradually subsiding, and that there is ample reason for a steady perseverance in our efforts to combat those prejudices, and dissipate that ignorance, which are, it is to be lamented, still so generally prevalent.'

53. By a late letter, we are happy to observe, that the favorable anticipations of the Local Committee have been realized, and that the demand for admission was on the increase.

AZIMGHUR SCHOOL.

54. At the end of 1837, the School had on its Rolls forty-one pupils, divided into five classes. The first class consisting of seven pupils, were reading the Brief Survey of History, Clift's Geography, English Reader, and Grammar. The apparent omission of arithmetic was duly pointed out to the Local Committee.

55. The Local Committee brought to our notice a prejudice which existed amongst some of the Hindus at this place not

experienced any where else. An unwillingness existed amongst some of the pupils to receive geographical instruction, according to the English system from an idea that the Christian, as well as the Hindu religions had certain peculiar Geographical tenets.

56. We recommended to the Local Committee to act with caution, until the jealousy should subside, which we doubted not it soon would, and we suggested that geographical instruction should be given orally with the aid of maps. We instanced the readiness with which Geography had been studied in the Sanscrit College from the English books, and pointed out that learned Brahmins did not hesitate to study the Hindu Astronomy, according to the Sidhantas, though they are as opposed to the conceits of the Puranas, as is European Geography.

ALLAHABAD SCHOOL.

57. The following is an extract from the letter of our Secretary, which embodies our remarks on the Examination Report, and Returns in regard to this school.

'At the close of 1837, there were enrolled in the English department of the Allahabad School ninety-one scholars. The General Committee observes, from the enclosure of your two letters; that at the end of the second quarter, there were 107. It regrets, however, to find, that though the number has increased, the Headmaster complains of the fickle withdrawals of the pupils.

'By the enclosures of your letter of the 12th January, to which I replied on the 5th February, the state of the Oriental department is not noticed. It seems to have gradually declined. At the end of the second quarter it consisted of sixty-four pupils, of whom fifty-three belong to the English department. Their classification as Persian, Urdu, and Hindi students, is not given.

'Adverting to the abolition of the forensic use of Persian, and to the fact, that there appear to be now only eleven pupils,

not enrolled in the English department, the General Committee is of opinion that the time has now arrived to assimilate the Allahabad School, more closely to institutions established since at the school.

'The General Committee suggests, that the Oriental department should be closed to new comers, and that one general system of education should be established for the whole body of pupils. English Literature and the Science of Europe should be the prominent object of study. But ample leisure and facilities should at the same time be given for the efficient cultivation of the Vernacular dialects Urdu, and Hindi. The General Committee is of opinion that each pupil should be taught both these cognate dialects. The acquisition of two alphabets and an additional stock of words is a slight task, and the advantages which the pupils will derive are obvious.

'By the junior students, two hours daily should be devoted to exercise in Urdu and Hindi, and to improve them in composition and orthography, they should frequently practise translations. For the senior pupils so much time may not be required for the vernacular exercise.

'The General Committee is much gratified in finding that your Committee has acted on its suggestion in regard to elevating the studies of the senior pupils, and it anticipates from the zeal of Mr. Lewis, that the result of this year will shew the standard of proficiency considerably advanced.

'To check the fickle withdrawal of pupils, Mr. Lewis proposes to exact an engagement from parents. The General Committee however, concurs with the Members of your Committee who disapprove of this, because it would be ineffectual and might indeed, prevent the accession of candidates. The General Committee feels fully the evil which Mr. Lewis would correct, but there seems no feasible remedy. It, however, believes that the advantages of your institution will be gradually more duly appreciated; and, in the meantime, would not consider it any advantage were it possible to coerce the attendance of any unwilling pupil.

POOREE SCHOOL.

58. The regular Examination Returns have not been received of this school. From a report of the Head-master at the close of the year, it appears, that there were then thirty-three pupils attending the school. They were all Hindus.

59. The first class consisted of fourteen pupils. They were reading English Reader No. 4; and had learnt English Grammar, Elementary Geography, and Arithmetic.

AGRA COLLEGE.

60. The total number of pupils enrolled in the three departments at the end of 1837 was 339; viz. in the English 151, in the Persian 113, and in the Hindi seventy-five; of these seventy-six were students attending two departments. Of the total 339 there were

Hindus	250	
Muslims	66	
Christians	23	
	——	339

61. In the course of the year the number of pupils had slightly diminished; but a greater decrease might have been expected, from the severe distress which prevailed in the Western Provinces. The papers sent by the Local Committee with the yearly report are deficient, for they do not shew the quantity and quality of the reading of the pupils in the course of the year. From the last Quarterly Return we collect these details in regard to the studies of the first class of the senior school.

English Literature.—Poetry, Brief Survey of History, Poetical Reader No. 7, Life of Columbus.

Geometry.—Third Book of Euclid, Algebra, Reduction of Surds.

Natural Philosophy.—Popular Treatises on Mechanics, and Hydrostatics.

62. With reference to the above we recommended to the Local Committee, that a higher and more classical reading should be introduced.

63. The triple sub-division of this college has been felt by us as objectionable, and inconvenient. The loss of official value which the Persian language has sustained, induced us to suggest to the Local Committee the expediency of gradually assimilating this to the other Anglo-Indian institutions established by us. We found that there were about twenty-two students of Sanscrit, and twenty students of Arabic. These classes we proposed should be continued so long as students seeking such knowledge might offer. With this exception, we proposed that the Hindi and Persian departments should, for the future, be closed to recruits. By this arrangement a more uniform system of instruction would be introduced throughout the college. With the probable exception of the Arabic and Sanscrit students, each pupil would enter on a system of instruction of which the prominent object would be English Literature, and the Sciences of Europe. We, however, at the same time proposed, that every facility should be given, for the efficient cultivation of the vernacular dialects of Hindi, and Urdu; and recommended that they should be studied conjointly by all the pupils. The advantage of this is obvious. We have not as yet received the reply of the Local Committee to our suggestions.

64. Comparing as well as we are able, the result of 1837 with that of 1836, we consider that the general standard of proficiency has risen. The prizes for the last Essay and translation were awarded, the former to Balmokands, and the latter to Ram Dials.

65. The College suffered a severe loss in the death of Mr. Whitmore, the Head-master of the junior school. In the course

of twelve months ending 30th April last, the Local Committee realized for tuition the sum of Rs. 168; by fines levied from the inattentive Rs. 292-6-4; and by the sale of books Rs. 44-6. The prevalence of distress compelled the Local Committee to relax its demands, under these heads.

FURRACKABAD SCHOOL.

66. This school was originally located on the premises of the Madressa. The arrangement, as noticed in our last report, was found very inconvenient, and we sanctioned the separate location of the school in the city, and a bungalow was hired for its accommodation. At the end of the year there were about fifty-five pupils, of whom thirty-five were Hindus, sixteen Muslims, and four Christians.

67. The result of the separation has been an increase of about twenty pupils; the attainments of the most proficient of the school were however rudimental. From the report made by the Local Committee it appears, that the Secretary, Dr. Tytler, who took great interest in the institution, and the Head-master had been acting on plans, not exactly in conformity with our views.

68. In noticing the Report of the Local Committee we took occasion to write on the 1st February, that 'it is not however satisfied that the system pursued in your institution (which varies essentially from that adopted in other institutions), is well calculated to promote the dissemination of English Literature and European Science, which are the objects prominently contemplated by the Government and the General Committee, with a view to the intellectual and moral improvement of the natives.

'The Head-master and your Committee seem to regard the vernacular language as the means most appropriate at present for imparting knowledge in European Science in your institution. The General Committee dissents from these views which are indeed opposed to the principles adopted by the Government in

1835, after mature deliberation and much discussion. It would be glad to find your valuable exertions, and those of the Head-master directed principally to raising the standard of proficiency in English Literature and Science, taught by the means of that language. This is the plan elsewhere pursued with increasing success.

'The General Committee does not overlook that by a strict adherence to this system, the older students who have already received a native education might fail to acquire any knowledge in science in your institution; but this objection would be more than compensated by the introduction of an uniform and fixed system of instruction, and every year would be felt in a less degree.'

69. Mr. Tytler had very obligingly given lectures in Urdu, to the pupils on Medical Science: with reference to this, and his application for Books, the General Committee writes, 'On reference to the Medical College it finds they have no spare class Books, except Bramley's Dictionary. The instruction in that College is entirely English, and the General Committee infers from your letter that at present none of the pupils are qualified to benefit by English treatises on Surgical Science. It would therefore be superfluous to purchase for the Furrackabad school, a supply of such works. On full consideration the General Committee doubts the expediency at present of making Medical Science an object of the School studies. The institution is yet in its infancy, and the General Committee is not without apprehension that the time devoted to Medical lectures might interfere with the efficient cultivation of English literature, and General Science.

'The General Committee would be glad to find Geometry, Algebra, and History, occupying the hours devoted to your lectures in Surgery.

'On adverting to the Tabular Statement, the General Committee finds one youth mentioned as reading Mill's Political Economy. This young man must of course be excepted from the

general remark which has been made as to the elementary character of the knowledge yet obtained by the pupils. If he is qualified to teach the rudiments of English, he might be employed as a Monitor.'

'In conclusion, the General Committee directs me to add that it continues anxious that every facility should be offered to the pupils of the Furrackabad School, for improving themselves in their native language. The Committee thinks that the attainment of this object is quite consistent with the plan of making English Literature and Science (taught by the aid of English Books), the prominent studies in the Furrackabad School.'

FURRACKABAD MADRESSA.

70. We have received from the Local Committee a Persian Report on the state of this Institution. From this it appears that at the end of 1837 there were 27 Students, of whom one was a Hindu. The greatest number appear to have been reading Persian, with, in some instances, elementary Arabic, a few had read part of the Arabic treatises on Law called Shera Wakayo and Hidayah.

71. The Hifz, or learning the Koran by heart, is general permitted in the School. There has been a small increase in number, in the course of the year. We, and our predecessors have often had to regret the unsatisfactory state of this institution, and the misapplication of funds expended on the building. Your Honor is however aware, that it now receives no support from us. But the native manager writes that unless some pecuniary support be allowed, the College will not prosper. We are however of opinion that it already has received more than its utility justifies.

BERELLI SCHOOL.

72. The state of this, and the nature of the Report received from the Local Committee, will appear from the following extract, from our reply dated 9th May.

'The General Committee observes that there were on the Rolls of the College 84 Pupils at the close of the year, but this does not square with the balance of the abstract according to which at the close of the year, there were only sixty. From the letter of your predecessor it seems that the School had since been reduced to fifty-seven, owing to the prevailing scarcity.'

'The first class consisted nominally of three; but of these one is stated to have done nothing, of the other two one is a Sunsenaik of the 42d Regiment, who had read 101 Fables; English Reader No. III. and advanced as far as the Rule of Three in Arithmetic.'

'The second class, consisting of nineteen, had read thirty-two pages of English Reader No. II., and learnt twenty-four columns of the Spelling Book II. In Grammar it advanced as far as the irregular verbs, and in Arithmetic to the Rule of Substraction, and had acquired some knowledge of the Geography of Hindustan.'

'The General Committee remarks that in the return, the ages of pupils, and the date of admission are omitted. The reading described is very elementary, and the General Committee hopes that the exertions of the Head master will not be wanted to raise the standard of proficiency.'

MEERUT SCHOOL.

'73. The number of Scholars in this School, at the beginning of the year was 106; at the end of the year there were enrolled eighty-six; viz. Christians eight, Muslims forty-four, and Hindoos thirty-four, but of those only seventy-four were in regular attendance. The decrease is accounted for by the abolition of the European Class, and the general distress prevailing. The General Committee therefore hopes that these causes will only temporarily operate.'

74. The most advanced Class of the School consisted of seven scholars; and the following is an outline of their studies,

shewing an advanced standard of proficiency, with reference to the past year:—English Literature; Marshman's History of India; English Reader, No. 7; Poetical Reader, No. 3; Arithmetic, as far as square root; Geometry, as far as 5, Proposition 1st Book; Geography; General knowledge of the relative Position of Countries, and particularly that of India; Natural Science, and Properties of Matter.

75. The Local Committee in its Report expresses favourable sentiments, as to the state of the Institution. In its reply, the General Committee requested that the studies of the pupils should be immediately extended to Algebra.

DELHI INSTITUTION.

76. The state of this institution, at the end of 1837, may be collected from the following extract from our Secretary's reply to the Report, on the yearly examination, dated 26th June.

'The General Committee observes that 118 Students were in the list early in the year, and 84 at the close; and your Committee recommends that stipends should be offered to prolong the duration of Studentship, which you have found does not average more than four years.'

'The General Committee agrees that this term is too short for the successful cultivation of Literature and Science, but it cannot sanction the revival of the stipendiary system, for the purpose of tempting any number of the pupils to prolong their studies. The Committee hopes that as the value of a superior education becomes better understood, many of the students will voluntarily remain to attain it.'

'From the tabular statements, the General Committee observes that the Class Books of the first class in Literature and History are Rollin's Ancient History, Goldsmith's Poems, and the Abstract of History published by the School Book Society,

under the denomination of Universal History; the General Committee thinks that some more Classical Prose Works should be adopted as a Class Book, Robertson's Historical Works might with advantage be substituted for the translation of Rollin's Ancient History. The General Committee also hopes to find Milton read next year by the senior class.

'The Tabular statement shews that the first class had advanced as far as the Book of Euclid, but as to the quality of their attainment in Geometry the enclosures of your letter do not enable the General Committee to form an opinion. Algebra, it appears, is taught separately, but what progress has been made is not stated. The General Committee is however gratified in finding that Mr. French, who superintended the examination, speaks favorably of the attainments of the youths.

'The General Committee sanctions the appointment of writing-master on a salary of twenty rupees. It likewise approves of the appointment of a Teacher of Hindoostani, but the salary of such teacher cannot properly be charged to the Delhi College.

'With regard to the Essays enclosed in your letter, the General Committee considers them much on a par. But on the whole that of Ojoodhia seems the best.'

77. The Right Hon'ble the Governor General in his minute, noticed in regard to this institution, writes, that it 'has already supplied several promising young men to the public service. It seemed however, to have an establishment of teachers disproportionately large as compared with the number of scholars, and yet to want a higher grade of tuition for the youths of the senior classes, who have already acquired a considerable mastery over the English language. Arrangements for providing for this want are under the consideration of the Committee of Education, and the particular measures which it may be most desirable and practicable to adopt, have formed part of the recent investigations to which I have alluded.'

78. By this plan which we had discussed for the reform of this institution, it was intended, that Mr. Taylor, the Secretary to the

Local Committee and Superintendent of the College, should be appointed Principal of the institution, and afford instruction in English Literature and European Sciences. His salary was to be raised from three hundred to eight hundred rupees per month, and he was to resign the revenue employ which he holds at Delhi. But Sayud Hamid Ali had urged that from the other demands on the time of Mr. Taylor, the Superintendent of the Oriental College was neglected by him, and to this cause he imputed in part the inefficient state of the College. We are therefore induced to delay carrying into effect the proposed arrangement until we might be favored with the result of Mr. Colvin's observations as to its practicability, and in regard to the state of the institution. His Lordship in his minute proposes to make a further communication to your Honor in regard to both institutions. We shall therefore await such communication before we adopt any measures of reform; the state of this school is not satisfactory, and with reference to the remark of the Governor General as to the excess of masters, we have addressed the Local Committee. By the returns however of the third quarter, we find that there had been an accession 127 of students, and a recession of 58. This increase may render unnecessary the reduction of the instruction establishment, the expediency of which is referred to the special notice of the Local Committee.

79. We copy in this place the conclusion of His Lordship's minute as containing a suggestion on the subject of incitement to study which has been already agitated in our Committee; and as shewing in a condensed form the effects of the abolition of stipend by the Resolution of the 7th March, 1835.

'The question of giving pecuniary rewards of merit in one sum as prizes at the annual examinations, or of granting in preference, to the most distinguished candidates, fixed stipends restricted in number but to be held for a limited time after a fair and very strict competition in the place of the former objectionable system of indiscriminate alimentary allowances, is one worthy of grave attention in maturing our plans for the improvement of education in this country.

'It may be of interest to incorporate with this minute the subjoined statement of the effect of the order of March, 1835, abolishing the system of general alimentary allowances at both the Oriental and English Colleges at Delhi.'

A Memorandum of the Students of the Oriental and English Colleges for the past 5 years.

Oriental College.				*Delhi or English Institution.*			
On 1st January.	*Stipendiaries.*	*Non ditto.*	*Total.*	*Stipendiaries.*		*Non ditto.*	*Total.*
				1st Jan.			
1833	243	36	279	1833	134	18	152
1834	230	18	448	1834	129	11	140
1835	217	10	227	1835	127	61	188
1836	164	34	198	1836	117	50	167
1837	124	17	141	1837	68	40	108
1838 Feb. 26	89	34	123	1838	47	41	88

DELHI COLLEGE.

ORIENTAL CLASS.

80. At the close of 1837 the following was the state of the classes of this institution:—

	Muslims.	Hindus.	Total.
Arabic 10 classes . . .	35	3	38
Persian 12 ditto . . .	32	25	57
Sanscrit	0	28	28
	67	56	123

81. The influence of the resolutions of the 7th March 1835, in diminishing the number of pupils has been in particular felt in this institution, as noticed by us, in our letter of the 9th March, 1837.

82. The examination of the Arabic, and Persian classes was conducted by the Principal Sudar Amins, Sadar Din and Moulvi Fozle Hakh. They have commended the attainments of the pupils. The same gentlemen also recorded favorable opinions of the Principal and subordinate Moulvis. They examined them with a reference to the complaint of Hamad Ali, as to the inefficiency and neglect of the masters and the pupils.

83. With reference to this complaint we, had requested our colleague Mr. Colvin, on visiting Delhi, to make enquiry. The Right Hon'ble the Governor General when at Delhi, inconsequence of this our request, was pleased to direct particular attention to this Institution and Delhi Seminary; and in minute of the 7th March His Lordship wrote, 'I visited both of these schools, and during my residence at Delhi particular inquiries were made into their conduct and management by my direction, and in pursuance of a wish expressed by the General Committee of Public Instruction. The result of these enquiries will be laid before the government in due course, and in the meantime I need only observe, that the scale of instruction at the Oriental College appears to have been found very deficient. For many years this College seems not have trained up any distinguished scholar; its system seems to have been in many respects faulty, and its teachers but imperfectly qualified; and I am quite disposed to favor any reform which may within the ample means allotted to the College, secure to all desirous to prosecute Oriental Studies, the best possible means of instruction.'

'The Nawab Hamid Ullea Khan as representative of the individuals by whom the Delhi Oriental College has been liberally endowed, has urged frequent and strong complaints of neglect and abuse in the management and superintendence of the institution. A further memorial of the same nature was presented

to me when at Delhi, and the subject shall have the most accurate enquiry. I find the annexed * notice of these complaints in the published report of the Education Committee for 1836 page 105.'

84. The Sanscrit classes were examined by Pundits Balram and Sambhu Nath. In the Tabular statement sent by the Local Committee, we find that they have only expressed an opinion as to the attainments of the first class. This consisted of six student: their studies were Sidhanta, Hamudi, a celebrated Grammar. The Magha, Epic Poem of Mulli Nath. The Birat Ratnagiri. They do not appear to have been examined in the Magha, but the Pundits are stated to have reported the whole class 'to be perfect in their studies.'

AJMERE SCHOOL.

85. The following extract from the reply which we directed our Secretary to write with reference to the Report received from the Local Committee, will explain the state of the school at the end of 1837. It contains instruction of the General Committee for remodelling this institution and an exposition of the general principles we are desirous should be observed.

'It seems to the General Committee that the Institution comprises three departments. The English the Oordoo and Hindani; on the Rolls of the former there were forty-eight pupils, on those of the second fifty-two, and of the third forty-one. This arrangement appears to the General Committee objectionable and it wishes that your Committee should take an early opportunity to reorganize the School on the plan adopted at the other Institutions controuled by the Committee. According to

* Towards the close of the year 1835 Nawab Hamid Alli Khan requested that the interest of his late father-in-law Fuzul Alli Khan's grant might be expended on this College under his Superintendence. On which we remarked that more than the monthly income derived from the grant (about 556 Rs.) was laid out in the encouragement of Arabic and Persian language in the College; that in our opinion pecuniary rewards for merit ought to be substituted for the small alimentary allowances hitherto indiscriminately granted to the oriental students &c.

that, the English Language and the Science of Europe should be made the predominant objects of study throughout the School, every facility and sufficient leisure being at the same time afforded for the efficient cultivation of the native dialect.

'If Arithmetic and other Sciences of an exact character be taught according to the European systems, there can of course be no need to provide for instruction therein according to less accurate systems of the natives.

'It would only remain to exercise the pupils daily in reading and writing the vernacular dialects, and twelve weekly hours devoted to such exercise would be found ample to ensure facility in composition and accuracy in orthography. The former object might be promoted by requiring translations from English from the most advanced pupils, and the latter by writing from dictation.

'The General Committee adverting to the infant state of your School, and as yet its experimental character, leaves it to the discretion of your Committee to introduce the reform proposed at once or gradually, as may appear expedient. It may be found that a large number of the pupils are unwilling to join the English classes, and to accede to the new system. In this case the General Committee will be prepared to consider the expediency of providing for instruction in the vernacular dialects at the distinct School.

'On the subject of the vernacular dialects the General Committee remarks that the Oordoo and Hindi dialects are so cognate, that instruction in both might with much advantage be made general and common to the whole School. The acquisition of two alphabets is a slight task, and is an attainment which might be found useful to the pupil in after life.'

HUSHINGABAD SCHOOL.

86. We refer your Honor to the following extract from our Secretary's Reply to the Report in this School; as shewing its state at the end of the year.

'The General Committee remarks that the School consisted of two Departments denominated the English and Hindi; in the former there were thirty-two Boys enrolled in four class and in the latter ninty-nine also comprised in four classes. Both Departments appear to be reading English and the distinction which the General Committee supposes to exist, is that the first is under the immediate controul of the Master, J. Joseph, and the latter under that of Madhub Rao.'

'The General Committee request that the Local Committee will take an early opportunity to reorganize the Institution on this plan. The two Departments should be blended so as to form a sole School, of this prominent objects of study should be English Literature and the European Sciences, the Hindi should be efficiently cultivated but as a subsidiary object.

'As the course of English studies would include science, the pupils would only require the discipline and practice in the vernacular dialect, sufficient to ensure facility and accuracy in composition and writing. Two hours in the day would suffice for this.

'The General Committee proposes to appoint Sergt. H. James to be Head master of the school. The General Committee approves of this. It likewise approves of the expenditure of 300 rupees for the construction of a suitable school-house.

'The General Committee is gratified by learning from your letter that the education afforded by your institution is rising in estimation. It is also pleased to find that you favorably mentioned the acquirements of the pupils. The enclosure of your

letter does not enable the Committee to form a precise estimate of these, but it observes that you intend to supply more details at the close of the first quarter.'

JABBULPORE SCHOOL.

87. The state of this at the end of 1837 will appear from an extract from our Secretary's letter in reply to the Examination Report.'

'The General Committee observes, that there were twenty-four pupils in the school on the 1st January, 1838, of whom two were Muslims, six Bengali Hindus, and sixteen Western Hindus. These were distributed into three classes. The first class consisted of nine pupils who have read 112 pages of Reader No. 1, learn the Elements of English Grammar, and have commenced writing on slates.

'These attainments are quite elementary, but the General Committee is pleased to find that the Local Committee is satisfied with the progress of the boys.

'In the course of the last six months of 1837 the school had received the increase of eight pupils. Whether in the first months of the present year any increase has taken place does not appear, and the General Committee wishes for information on this point, as also for the sentiments of the Local Committee in regard to the probability of any increased number of pupils.

'The total monthly expence of Jubbulpore school is Co's Rupees 156, which, divided for twenty-four, gives about seven rupees as the monthly expence of each pupil.'

88. In our Report for 1836 in regard to this school, we stated our opinion, that the English and vernacular should be associated as objects of study. The adoption of this principle

we have recommended generally in regard to this, and the few other schools, to which distinct vernacular classes were attached.

89. We have not yet received any reply from the Local Committee; but though we feel much reluctance to abolish a school already instituted, yet, unless reasonable expectations be shewn that the school will rise in popularity, we shall transfer the account now appropriated to this school to the support of an institution at some other place, where the benefits of instruction are more appreciated.

MOULMEIN SCHOOL.

90. The state of this school, and the nature of the Report received, will appear, from the following reply written by our desire on the 15th March last:—

'The General Committee observes that the Rolls of this school exhibited the names of fifty-five pupils, of whom thirty are Christians, fourteen Burmese, nine Chinese and others. The abstract at the foot of the tabular statement does not exactly conform with this, but the General Committee infers from it that the decrease of pupils is twenty-five, including two dismissed. The decrease is attributed to the unsettled state of affairs in that quarter.

'The first class consists of twenty-three pupils, principally Christians. The books used by this class for their reading is not stated, but the General Committee infers, that it has not yet emerged from the elements.

'You recommend the appointment of an Under-master on a salary of fifty (Rs. 50) monthly, adopting the suggestion of the Head-master in this regard; by this arrangement it is expected, that the Head-master will have more time to devote to the two first classes, and more efficient instruction will be provided than that afforded by the aid of monitors.'

The General Committee sanctions your selection of a fit person for the office, and increases your monthly credit, in the sum mentioned.'

NIZAMUT COLLEGE.

91. We have not received any Examination Report from this institution. Hitherto the examinations have been conducted by the Secretary of the Calcutta Madressa, specially deputed; but the special deputation of examiners is no part of our system, for we usually rely on aid obtained from the resident gentlemen, European, and native. This year Capt. Ouseley was not able to go to Moorshedabad, and the inexperience of the Local Committee in that class of duty may have occasioned delay.

92. As the government has decided on the removal of this institution from our superintendence (though not in accordance with the instruction which our Secretary's letter of the 28th November, 1838, meant to convey) we shall not have to notice it again.

MEDICAL COLLEGE.

93. Our report of July 1837, contained a full narrative of the institution from its foundation, to the death of the late lamented Principal Bramley. As your Honor has called on us for a Special Report in regard to this College, we shall not on this occasion make our notice of the institution so full and complete, as we otherwise intended. We deem it, however, our duty to observe, that the state of the institution is highly creditable to the exertions of the Professors, and fully justifying the expectation, that in its maturity objects of the highest public importance will be effected through its means. The prizes were thus awarded in 1837:—

LIST OF ANATOMICAL PRIZES, DELIVERED ON THE 29TH JUNE, 1837.

Government Prizes.

Isserchunder Dutt	Gold Medal.
Mr. R. G. Heming	Silver Ditto.

Dwarkanauth Prizes.

Rajkistno Day	270	Rs.
Isserchunder Gongoley	270	„
Shamchurn Dutt	120	„
Ramnarain Doss	120	„
Umachurn Set	120	„
Punchnun Sreemany	120	„
Jaudobchunder Dhurrah	50	„
Nobinchunder Mitter	50	„
Dwarkanauth Goopta	50	„
Ramcomar Dutt	50	„
Kaledoss Mookerjee	50	„
Parmanund Set	50	„

LIST OF CHEMICAL PRIZES, DELIVERED ON THE 9TH DEC., 1837:

Government Prizes.

R. G. Heming	Gold Medal.
G. R. Naylor	Silver Ditto.

Dwarkanauth Prizes.

Issurchunder Gangoley	150	Rs.
Nobinchunder Mitter	150	„
Ramnarain Doss	100	„
Ramcomar Dutt	100	„
Umachurn Set	100	„
Gobinchunder Paul, 1 Chemical Chest, value	100	„
Harranchunder Doss	50	„
Satcoree Dutt	50	„

94. On the first of April last, the number of Students was seventy-two, viz. Foundation Students forty-eight, of whom one was Christian, and the rest Bengali Hindus,—non-Stipendiary twenty-one, of whom ten were Christians, and the rest Bengali Hindus,—belonging to the Apothecary Establishment of the General Hospital, three. The total expenditure for twelve months ending 30th April, 1838, was Rs. 47,566-13-2.

95. The lectures embraced as usual these branches—Anatomy and Physiology and Chemistry, Materia Medica, Practise of Physic, Clinical Instruction, Anatomical Demonstrations, Surgery, Botany.

96. In the Special Report* which it will be our duty to submit we shall review the progress of the institution to the present time, and bring under consideration the propositions which have been discussed by us, our Sub-Committee, and the College Council, for extending the sphere of the College's utility, and for rendering more effective the system of instruction adopted therein.

97. Of these the annexation of a Clinical Hospital, noticed in our last report as an essential want, and the Institution of Provincial Dispensaries, have received the sanction of your Honor. The other embrace,—the creation of a new grade of Subordinate Medical Officers,—the improved fitness of the inferior Medical Officers now attached to the Native and European Armies,—and the transmission to London of the most proficient pupils, for the observation of Medical Institutions in Europe, and attainment of diplomas. This (it will be recollected) was contemplated by the Special Committee, appointed in 1834, whose report preceded the Institution of the College.

FINANCE.

98. The subjoined account (A), will shew our Receipts and Disbursements, for the past official year, distributed under their proper heads. Amongst the receipts is the very magnificient donation of 50,000 Rupees from Maha Rajah Chhatra Dhar Sahay, of Saran. It has been sent to the Government Agent on our general account. It will be seen, that including this sum, entered on both sides, our disbursements in the course of the year amounted to Rs. 4,69,631-11-8; in this however is included Company's Rupees 23,892-5 paid for the libraries, for which we contracted with Messrs. Thacker, & Co., and Co's. Rs. 10,296-5-9, remit-

* This is annexed.

ed to London for purchases as noticed in our last report. We have been under the necessity of drawing on the Government Agents for Co's. Rs. 58,000.

99. In the course of the last two years, the accounts of this office from the first institution of our committee in 1824, have been carefully revised, and a ledger with yearly balance sheet made up. Copy of this latter we have annexed for 1836-37 (B). It shews the total receipts and disbursements of the General Committee from the date of its institution, distributed under their proper heads. This statement we trust will be found to contain much interesting information.

CONCLUSION.

100. On reviewing the proceedings of the past year, we are confirmed in the expediency, of conducting our operations on the principles, on which we have acted for the last three years, with the sanction of Government. From various parts of this report, your Honor in Council will observe, that it is our desire, to introduce throughout all the seminaries under our controul, (which are not dedicated to the classical literatures of the Hindoos, and Muslims,) a general system, whereby English Literature, and the Science of Europe will be the prominent objects of study; but not so, as to preclude the efficient cultivation of the vernacular dialects.

101. The importance of the adequate promotion of this latter object, we have never failed to urge on the Local Committees,—suggesting, in the case of the junior pupils, generally that about one third of their time should be devoted to it. Considering the poverty of vernacular learning, (particularly out of Bengal)—and that the Anglo-Vernacular Studen receives instruction in Science, according to the more accurate systems of Europe,—we think, that the efficient cultivation of the vernacular dialects, so as to ensure correctness in orthography, and expertness in composition, may be promoted by the devotion of a very moderate proportion of the student's time.

102. We do not disguise to ourselves, that in some places, particularly in Western India, our system of education has not yet

attained the popularity, which it enjoys in the Bengal provinces, in which we are unable to meet the demand for new schools. But there is an indication of a change of feeling at some places where indifference and jealousy were most prevalent. Where, however, after a fair and patient trial, we find that prejudice and jealousy are too powerful, we shall not hesitate to transfer the appropriations made in favour of those places to to other spots, where the boon which we offer may be more appreciated.

103. Since our last report, the schools noted in the margin * have been established, and we hope soon that we shall have institutions organized at Chapra, and Mirzapore. To effect this we may for some time rather exceed our income, but we rely, on the lapse of stipends, and the levy of monthly sums from the richer pupils, for means, which will prevent any permanent diminution of capital.

* Azimghur School, Arrah School, Bhaugle pore Institution, Commillah School, Denujpore School, Hooghly Branch School, Jessore School.

Fort William, the 31st December, 1838.

We have the honor to be, &c.

E. RYAN.
W. W. BIRD.
A. AMOS.
H. T. PRINSEP.
C. H. CAMERON.
R. D. MANGLES.
F. MILLET.
J. YOUNG.
J. GRANT.
R. J. H. BIRCH.
J. C. C. SUTHERLAND.
Secretary.

I have signed this report, but I am compelled to dissent altogether from the conclusion; I deny, that there is any efficient cultivation of vernacular study. The majority of the Committee having consentively ordered the separate vernacular classes to be abolished, and that a *little* vernacular only shall be taught as an adjacent to instruction in the rudiments of English reading. The principle also avowed in para. 102 is unjust, and contrary to good faith, and to the orders of Government.

(Signed) H. T. PRINSEP.

A

Abstract of Cash account of the General Committee of Public Institution for 1837-38.

	Receipts.			*Disbursements.*			
Balance of last Account . .	2491	15	9				
Late Cashier on account	4732	0	0				
Parliamentary Grant for 12 months ending 31st March 1838 . . .	106666	10	0				
Government Agent drawn on account	58000	0	0				
Agra College Receipts for 12 months by 17, Treasury orders, and charges for ditto, ending 31st March, 1838	13121	10	9	31539	10	3	Includes by transfer 44 6 0 by sale of Books credited. 168 0 0 Ditto for Schooling. 292 6 4 Fines.
Ditto drawn from Government Agent	11400	0	0				
Allahabad School for ditto ending 31st March, 1838				6703	5	2	
Ajmere School for ditto ,, ditto .				4160	0	8	
Azimghur School for ditto ,, ditto .				925	3	0	
Arrah School for 6 months, ending 28th February				604	3	0	
Benares Sanscrit College Receipts for 12 months and charges for ditto ending 31st March, 1838 . . .	23252	12	0	14059	12	10	
Ditto English Seminary, charges for ditto ditto				15077	5	2	
Bhaugulpore hill Receipts for 13 months, ending 31st March, and charges for 12 months, ending ditto	3250	0	0	3928	12	6	
Ditto English Institution for 6 months, ending ditto				3407	9	9	
Boaliah School for 12 months, ending 28th Feby.				2239	14	9	
Barrelly School for 12 months, ending 31st March.				3065	8	3	
Cpmmillah School Receipts from the Local Subscription and charges of 4 months, ending Ditto. . .	2000	0	0	1330	3	0	
Chittagong School for 12 months, ending 31st Ditto.				3,385	10	9	
Calcutta Madressa, ditto ditto . .	32000	0	0	30712	4	0	
Cal. Sanscrit College, ditto ditto . .	24669	13	0	16621	9	4	
Cal. Hindoo College, ditto *ditto* , .				28727	1	10	
Cal. Medical College, ditto ditto . .	43400	0	0	48816	13	2	
Dacca School, ditto ditto . .				6890	1	9	
Delhi Oriental College Receipts from the Escheat fund and charges for ditto ditto.	*3250	0	0	10997	3	0	
Delhi Institution charges for 12 months ending, 31st March, 1838.				8465	4	6	
Carried forward. . .	333234	13	6	241053	8	8	

* Receipts thus marked and countervailing debits have not passed through the cash ledger of this office and are here entered by transfer.

	Receipts.			Disbursements.			
Brought forward . .	333234	13	6	241053	8	8½	
Donation made by Raja Chhata Dhari Sahahye to the General Fund transferred to the Govt. Agents .	50000	0	0	50000	0	0	Sent to Govt. Agent.
Furrackabad School charges for 12 months, ending 31st March . .				3618	4	3	
Gowahatty School for ditto ditto . .				3996	15	6	
Ghazipoor School for ditto ditto . .				2221	8	3	
Gorruckpore School for 17 months, ending ditto				2924	14	5	
Hoshingabad School for 12 months, ending ditto				1176	8		
Hooghly Branch School from Dec. 1837 to March 1838, 4 months. .	1303	3	9	1303	3	9	
Jubbulpore School for 12 months ending 31st March				1961	12	9	
Jessore School				13	0	0	
Mohammud Mohsin's Clg. ditto do .	64411	14	11½	65512	11	2½	
Mooshedabad Nizamut Clg. ditto do .	13931	15	10½	14398	3	10½	
Moulmein School charges for 5 months, ending 30th Nov. . . .				255	3	0	
Meerut School for 12 months, ending 31st March, 1838. . . .				5739	6	1	
Midnapore School receipts from the Local Subscription and charges for 13 ditto.	104	0	0	2806	15	1	Donation.
Patna School for 12 months ending 31st March.				5989	7	2	
Pooree School for ditto ditto. . .				1429	3	10	
Saugore School for ditto ditto. . .				5978	0	9	
Singapoor School.				254	11	0	
							Price of Lib. received from Colg. of M. 2172 13 6 Do. Niz. Colg. . . 481 2 5 2653 15 11
Thacker & Co. paid them per Contract for 14 Libraries. . . .	2653	15	11	23892	5	0	
Books and Sundries Bought. . .	5971	14	6	7987	3	9	
Remitted to London for Purchases £ 1072 10 9 @ 2-1.				10296	5	9	
Committee's office for 12 months, ending 31st March 1838. . . .				13281	10	8	
Contingent charges.				1413	15	0	
Book Depository for ditto ditto. .	811	11	9	872	6	6	
Oriental Books Purchased for the Hon'ble Court of Directors by order of Government.				320	13	6	Since received.
Donation of Baboo Dwarkanath Tagore Prize fund Medical College.	2000	0	0	800	0	0	
Books Bought for Rajah of Kooch Behar.				139	5	8	
Balance in the Bank of Bengal . .				4791	14	7	
Total. Co.'s Rs. . .	474423	10	3	474423	10	3	

Errors Excepted.

Fort William, Dec. 31, 1838.

(Signed) J. C. C. SUTHERLAND,
Secretary, G. C. P. I.

B

BALANCE SHEET OF 1836-37.

1837, Ap.,	30	To Balance due to the Parliamentary Grant	16,97,777	11	10	1837, April,	30	By Balance due by the Govt. Agent	632	12	8
		,, ditto Donation - - - - -	3,99,740	0	0			,, ditto Government Notes -	6,06,282	9	8
		,, ditto Benares College -	1,24,490	9	4			,, ditto Sanscrit Co[illegible] -	1,67,477	10	1
		,, ditto Nizamut College - -	6	1	6			,, ditto Madressa [illegible]	1,46,486	7	3
		,, ditto Midnapore School - -	500	15	7			,, ditto Resident of [illegible]mere -	911	5	5
		,, ditto Medical College - -	4,006	2	1			,, ditto Collector of Bhagulpore	1,941	5	4
		,, ditto Dwarkanauth Tagore's Prize fund for Medical College	1,250	0	0			,, ditto Chinsurah Schools -	1,02,776	10	5
								,, ditto Bhagulpore hill School	44,435	6	6
								,, ditto Rajpootnah School - -	43,526	13	3
								,, ditto Hindoo College and Donation Schooling - -	2,89,724	7	9
								,, ditto General Charges - -	1,37,974	5	2
								,, ditto Edn. Press & Depository	1,81,259	10	6
								,, ditto Thakurdoss Mistry - -	165	5	4
								,, ditto Subscription to books -	2,020	0	0
								,, ditto Translation - - - -	960	0	0
								,, ditto Mynpooree School - -	3,537	6	5
								,, ditto Agra College - - -	30,763	0	0
								,, ditto Allahabad School - -	33,543	15	5
								,, ditto Goruckpore School -	2,103	8	10
								,, ditto Bhoopaul School - -	1,027	3	8
								,, ditto Cawnpore School - -	2,403	14	2
								,, ditto Local Committee Delhi	1,110	7	44
								,, ditto Delhi College - - -	1,60,960	11	3
								,, ditto Delhi Institution - -	72,780	2	8
								,, ditto Benares Seminary - -	44,475	9	5
								,, ditto Saugor Schools - -	11,554	13	5
								,, ditto Khederpore & Bhawanypore School - - -	2,133	5	4
								,, ditto Purchase of books & insts.	30,597	10	6
								,, ditto Sasseram Madressa -	1,162	10	8
								,, ditto Marzapore School -	314	14	2
								,, ditto Juanpore School - -	3,086	11	6
		Carried forward, -	22,27,771	8	4			Carried forward, -	2128130	14	1

K

BALANCE SHEET OF 1836-37.

		Brought forward -	22,27,771	8	4	1837, April,	30		
		Company's Rupees -	22,27,771	8	4				

	Brought forward -	21,28,130	14	1
,, ditto	Lucknow School - -	92	13	1
,, ditto	Furrackabad Madressa -	13,374	0	5
,, ditto	Hooghley College - -	6,632	14	11
,, ditto	Hindoo Hospital - -	7,316	11	0
,, ditto	Nuwab of Bhaulpore -	153	14	1
,, ditto	Pooree School - - -	2,028	2	10
,, ditto	Raja of Rewah - - -	79	9	7
,, ditto	Patna School - - - -	13,218	0	10
,, ditto	Ghazipore School - -	5,251	7	7
,, ditto	Meerut School - - -	9,273	4	2
,, ditto	Dacca School - - -	8,504	9	9
,, ditto	Gowahatty School - -	8,753	14	5
,, ditto	Singapore School - -	447	1	9
,, ditto	Futtypore School - -	100	12	1
,, ditto	Kotah School - - -	95	3	2
,, ditto	Moulmein School - -	890	15	10
,, ditto	Hasingabad School - -	1,067	0	0
,, ditto	Jubbulpore School -	1,666	0	0
,, ditto	Barreilly School - -	2,716	3	3
,, ditto	Ajmere School - - -	4,254	7	5
,, ditto	Furrackabad School -	3,176	4	3
,, ditto	Boaliah School - - -	1,649	15	5
,, ditto	Chittagong School - -	1,158	10	0
,, ditto	Profit and Loss for small difference supposed to arise from accumulation of small fractions lost in conversion of currencies - - -	19	5	4
,, ditto	Cash - - - -	7,719	5	1
	Company's Rupees -	22,27,771	8	4

E. E.
(Signed) J. C. C. SUTH[illegible]ND,
Secy.

APPENDIX.

[*Referred to in Page* 60.]

To

General Department.

THE GENERAL COMMITTEE OF PUBLIC INSTRUCTION.

HON. SIRS AND GENTLEMEN,

I am directed to transmit to you the accompanying copy of a letter from the Committee appointed for the examination of students of the Medical College, dated the 21st ultimo, reporting the result of their examination of such of the senior students of the Medical College as were reported qualified for the eventual charge of Provincial Dispensaries, together with copy of the reply addressed to the Committee, and to state that the Hon'ble the President in Council will await your Report upon the Institution generally and upon the best means of turning to account the qualifications of the four youths who successfully passed the examinations, before further considering the suggestions offered as to the course of study proper to be exacted, and the other points noticed by the examiners.

I have the honor to be,
Hon'ble Sirs and Gentlemen,
Your most obedient servant
H. T. PRINSEP.
Secy. to the Govt. of India.

Council Chamber, the 5th December, 1838.

To

H. T. PRINSEP, ESQ.,

Secretary to the Government of India.

SIR,

With reference to your communication to our address of the 17th ultimo, nominating us a Committee for the Examination of such senior students of the Medical College as are reported qualified for the charge of Provincial Dispensaries, we have the honor to submit a report of the result of our proceedings for the information of the Supreme Government.

2d. Considering the great importance of the task imposed upon us in all its relative interests, and the grave responsibility which a due performance of it incurred, we agreed in opinion that the examination should be of a thoroughly searching and strict character, not only in justice to the public, but to the students themselves, and their teachers, in regard to a full developement of the acquirements of the former, no less than a proper estimate of the eminent merits of the latter. It was also felt that the prospect of having eventually to pass through a similar ordeal would have a salutary effect upon the minds of the alumni at large, stimulating them to the utmost diligence in the hopes of attaining, after a similar trial, the like success, and the certainty of an honorable livelihood under the patronage of government which would be its immediate result.

3d. The necessity for a more protracted and strict examination than usually obtains in England was recognized also, for the obvious reason, that in England the pupil commences the study of his profession with the advantage of a prior state of preparation and ratiocinative discipline; which it would be vain as yet to look for in India. He has in fact already mastered the elements of general knowledge in the vernacular of his country, and commences accordingly his course of professional study with greater aptitude of apprehension, and probabilities of enduring retention in regard to the knowledge of which he is the ready and acute recipient, than in the nature of things, is to be expected with Indian students, who, whatever their fluent advancement in writing and reading English may be, think in a language exceedingly differing from it in idiom, construction, and general application to ideas. To this it may also be added, that in India the social anomalies, the habits and associations of the students are peculiarly adverse to the full and active developement of their moral powers. The aptitude for attainment in a language in which they think is with native students perhaps on an average fully equal to that of Europeans, but experience has convinced us that in the faculty of retention they are inferior.

4th. The College itself of course was considered as the most suitable place where the examination could be held. The examination commenced on Tuesday the 30th October, when the

following senior and more advanced pupils came forward as candidates for letters testimonials, viz.

	Names.	Age.	Caste.	Place of Native Countries.
1	[illegible]machurn Set		Kaist .	Calcutta.
2	D[illegible]kanath Gupta . .		Baid . .	Ditto.
3	Rajkis[illegible]o Dey		Kaist . .	Ditto.
4	Gobin[illegible]hunder Gupta .		Baid . .	Ditto.
5	Lallch[illegible]and Dey		Kaist . .	Ditto.
6	Gopalkrishna Gupta .		Baid . .	Ditto.
7	Chu[illegible]un Lall		Kaist . .	Delhi.
8	Nobinchunder Mitter .		Ditto . .	Calcutta.
9	Nobinchunder Mokerjee .		Brahmin.	Ditto.
10	Buddinchunder Chowdree.		Ditto . .	Ditto.
11	James Pote		Christian	Ditto.

5th. The following was handed to us as a sketch of the course of study of the candidate pupils.

Subjects of Study.	1st year's study, 1835-1836.
Anatomy and Physiology	One elementary course by Messrs. Bramley and Goodeve from 1st June, 1835, to April 1836.
Chemistry	One course by Dr. Goodeve from April to September, 1836. One Introductory course by Dr. O'Shaughnessy from January to March, 1836, and a second course by ditto from April to September.
	2d year's study, 1836-37.
Anatomy and Physiology	One course by Dr. Goodeve from November 1836 to April 1837, during which all the candidates were constantly engaged in the actual dissection of the human body.
Materia Medica	Dr. O'Shaughnessy from 1836 to April 1837, according therapeutical arrangement.
Practice of Physic	Dr. Goodeve from May to September, 1837
Elements of Surgery	Mr. Egerton from ditto to ditto.
Chemistry and Pharmacy	Dr. O'Shaughnessy from ditto to ditto.
Introduction to Botany	Dr. Wallich from ditto to ditto.
	3d year,—1837-38.
Anatomy and Physiology	Dr. Goodeve from November 1837 to April 1838.
Demonstrations and Dissections	Mr. R. O'Shaughnessy from ditto to ditto.
Natural Philosophy, the Steam Engine, &c.	Dr. O'Shaughnessy from ditto to ditto.
Structural Botany	Dr. Wallich from ditto to ditto.
Operative Surgery	Mr. Egerton from ditto to ditto.
Materia Medica, natural arrangement	Dr. O'Shaughnessy from May to October, 1838.
Practice of Physic	Dr. Goodeve from ditto to ditto.
Elementary Surgery	Mr. Egerton from ditto to ditto.
Chemical practice in a small Hospital attached to the College.	From May to October, 1838.

Each candidate had thus attended three courses of anatomy and physiology, two of actual dissection, three of chemistry, one of natural philosophy, two of materia medica, and two of general and medical botany, two of the practice of physic, and two of the principles and practice of surgery, and one of operative surgery.

6th. This amount of instruction appears to us to embrace all the essential branches of a complete Medical Education with the exception of midwifery; for the tuition of which there is no provision in the Institution.

The first examination day, as already stated, was Tuesday, the 30th October. The business of the day was carried on by Messrs. Corbyn, Grant, Martin, and Stewart, in the presence of the Professor of the College, and Messrs. Green and Macintosh, of the Bengal and Madras Medical Service, who came as spectators of the proceedings.

ANATOMY AND PHYSIOLOGY.

	Pupils examined.	*Character of Replies.*
1	Umachurn Set . .	Clear, steady, and satisfactory.
2	Dwarkanath Gupta . .	Same as above, but not quite so clear.
3	Rajkisto Dey . . .	Ditto ditto, ditto ditto.
4	Gobinchunder Gupta .	Pretty good, but apt to be hasty and unreflecting in his answers.

Each candidate was examined for upwards of half an hour by himself, being admitted one by one, and afterwards led to the dissecting room, where they were made to demonstrate the parts in various sections of the subject, which they did most creditably.

8th. 2d Day, Wednesday, 31st. October. Present Messrs. Corbyn, Grant, and Stewart.

	Pupils examined.	*Character of Replies.*
5	Kallachand Dey . . .	Some of his answers very good, others given without due reflection. A good anatomist.
6	Gopalchunder Gupta .	Apparently of a slow turn, his average answers good but apt to get confused.

	Pupils examined.	*Character of Replies.*
7	Chumun Lall	Cool, collected, and very correct answers. A good anatomist.
8	Nobinchunder Mitter .	Evidently a young man of superior acquirements. All his answers excellent though he has naturally a diffident manner.
9	Nobinchunder Mookerjee	His answers generally satisfactory.
10	BuddinchunderChowdree	Ditto, ditto ditto, ditto.
11	James P[illegible]	Pretty much the same, but slowish.

Each student was in turn, as in the previous day, led to the dissecting room, to demonstrate; they also performed some surgical operations in the course of which Gobinchunder Gupta gave a very dissatisfactory reply to the question of how he would perform the operation of trachectomy.

9th. 3rd Day, Thursday, 1st November, 1838.

Present Messrs. Corbyn, Grant, and Martin, Drs. Goodeve, and O'Shaughnessy.

CHEMISTRY AND PHARMACY.

	Pupils examined.	*Character of Answers.*
1	Umachurn Set	Most admirable. Steady, satisfactory and reflective.
2	Dwarkanath Gupta . .	Admirable. Steady, satisfactory, and reflective.
3	Rajkisto Dey	Ditto, ditto, ditto, cool and collected.
4	Gobinchunder Gupta .	Some of his answers good, others careless and unreflecting; failed in definition of objects. Remanded to his studies for six months.

This day was a strictly practical examination, putting the student's knowledge of the subject to the severest possible test, with a result that was highly satisfactory. Each pupil was requested to prove by their sensible qualities and their effects when acted on by reagents, the nature of the contents of various bottles containing liquids (as the mineral acids) that stood on a neighbouring table, and all deprived of labels, and also the nature of various substances of similar colour and consistence contained in vials without labels by the application of tests as the examination proceeded.

Mr. Martin having joined the Committee, they proceeded to the operating room, when Umachurn Set, Dwarkanath Gupto, Rajkisto Dey, and Nobinchunder Mitter performed various operations on the dead body, in pretty good style; but the impression on the minds of the examiners became general, that this was the least brilliant part of the examination they had as yet undergone.

10th. Fourth Day's examination, Friday, 2d November 1838. We learned to-day that Buddinchunder Chowdry and James Pote, had voluntarily withdrawn from further examination for six months.

Fourth day Friday, 2nd November 1838. Present Messrs. Corbyn, Grant, Martin, and Stewart, and the Professors of the Institution, Mr. Halliday Secretary to the Government of Bengal was also a spectator.

CHEMISTRY AND MATERIA MEDICA.

	Pupils examined.	*Character of Replies.*
1	Kallachand Day . .	Answered very satisfactorily; but apt to be hurried.
2	Gopalchunder Gupta .	Some of his answers good, but wanting in clearness generally, and apt to be confused. Remanded to his studies for six months.
3	Chumun Lall . .	Steady, collected, and excellent replies, and shewed himself a better chemist than was supposed.
4	Nobincunder Mookerjee	Answered extremely well throughout.
5	Nobinchunder Mitter .	Excellent, knows his subject thoroughly.

The examination was of the same practical and strict character as on the preceding day, and the result highly gratifying. We regret that we cannot record the same approbation of the mode in which the surgical operations on the dead body were performed by the candidates above mentioned; with the exception of Nobinchunder Mitter some did not know how to strap the touroniquet, and others performed operations in a way that satisfied us, they never could have practised much, if at all, on the

dead body; otherwise the young men had acquitted themselves very meritoriously, but conviction coming home to themselves of that wherein they had evinced most deficiency, they withdrew voluntarily from further examination for a period of six months. The following four now only remained to be examined further for letters testimonial, viz. Umachurn Set, Dwarkanath Gupto, Rajkisto Dey, and Nobinchunder Mitter. It was now determined that as the examiners had reached that stage of their task which comprised the practice of medicine and surgery, they should adjourn until they could all be present, and the state of Dr. Nicolson's health admit of his presiding.

In the interim the four candidates above named addressed the examiners by letter, stating that they had assiduously practised the capital operations of surgery during two years on the dead body, and many of the minor ones (no particulars of which were specified) on the living patient, and soliciting another day's trial in this department of their studies. To this request the Committee unanimously acceded, and appointed the 7th of November for renewing the examination.

11th. Fifth day of Examination, 7th November, 1838. Present Messrs. Nicolson, Grant, Martin, and Stewart, and the officers of the College.

MATERIA MEDICA AND PRACTICE OF PHYSIC.

	Pupils examined.	*Character of Replies.*
1	Umachurn Set . . .	Most satisfactory in every respect, evincing thorough knowledge of the subject.
2	Rajkisto Dey . . .	Ditto ditto ditto.
3	Dwarkanath Gupta . .	Ditto ditto ditto.

The examination, as previously, was of a peculiarly searching and strict character, and the only faulty points were those where the self-reliance that can only be derived from practical experience appeared to be deficient. Each pupil's examination took up about an hour or upwards.

12th. Sixth Day's Examination. Present Messrs. Nicolson, Corbyn, Grant, Martin, and Stewart, and the officers of the College. Mr. Millet, Law Commissioner, was also present.

PRACTICE OF PHYSIC AND MATERIA MEDICA.

	Pupil examined.	*Character of Replies.*
1	Nobinchunder Mitter .	He was examined for two hours very searchingly and exhibited excellent knowledge of his subject, but somewhat obscured by a diffidence of manner already alluded to. He has been employed for sometime as Apothecary to the little Hospital attached to the College, and has given great satisfaction.

During the examination of Nobinchunder two of the examiners and some of the officers of the College proceeded to the dead room, to see operations performed on the body, by Umachurn Set, and Rajkisto Dey, who performed the operations of amputation in a very neat and satisfactory manner.

13th. Seventh Day, Friday, 9th November, 1838. Present Messrs. Nicolson, Corbyn, Grant, Martin, and Stewart.

PRACTICE OF SURGERY AND OPERATIONS.

	Pupils examined.	*Character of Replies.*
1	Umachurn Set . . .	Very satisfactory.
2	Rajkisto Dey	Ditto ditto.
3	Dwarkanath Gupta . .	Ditto ditto.
4	Nobinchunder Mitter .	Ditto ditto.

Dwarkanauth Gupta and Nobinchunder Mitter then were taken separately to the operating room, and performed operations on the dead body very meritoriously.

14th. The Supreme Government will see from the above that the ordeal through which these young men have passed is one of no common kind, and affords a very gratifying measure of capacity and acquirements. The result is such as to satisfy us that their average knowledge is of a solid and well grounded character. In chemistry and anatomy and elementary physiology, this was particularly obvious, and reflects the highest credit upon the

Professors. In the more practical branches of education we have no doubt that equal excellence will become manifest, when the students have had prolonged opportunities (which hitherto they had not) of studying the practice of medicine and surgery by the bed side of the sick, means which the institution now happily has within itself. It is our opinion also, that the Durrumtollah Native Hospital might, to a certain extent, be rendered available for this purpose.

15th. To Umachurn Set, Dwarkanath Gupto, Rajkisto Dey, and Nobinchunder Mitter, we have unanimously come to the decision of granting letters testimonial that we consider them competent to the practice of medicine and surgery, we beg to recommend them accordingly to the liberal consideration of Government as the first Hindoos, who rising superior to the trammels of prejudice and obstacles of no ordinary character, have distinguished themselves by attaining to a complete medical education upon enlightened principles. It also affords us great gratification to report from the testimony of the officers of the Medical College, that the conduct of these young men during their course of study has been uniformly correct, steady, and satisfactory.

16th. The Supreme Government will observe that in one year less than the period assigned in General Orders of 28th January 1835, these young men have by diligent application, as well as by the exertion of uncommon ability, acquired such a measure of general medical knowledge as to bear them creditably through a very rigid examination. Nevertheless, as a general rule, we consider that the period of study ought not to be less than four years, save as respects any of the original eleven candidates who appeared before us on the 30th of October and two following days, who at the end of the six months' probation to which we remanded two of them, and which others of their own accord fell back upon, may become candidates again for letters testimonial; we would also suggest that in future each student should attend not less than three courses of the practice of surgery, three of the practice of physic, and materia medica, and two of operative surgery.

17th. We would respectfully urge on the consideration of Government the expediency of assigning to these young men a liberal scale of pay for whatever professional employment they may be appointed to. We consider Rs. 100 per month would at the outset of their service be the most suitable rate of remuneration for such young men as distinguish themselves to the extent the four who have now obtained letters testimonial have done, which amount might be increased in progress of time, according to extent of service and deserts.

18th. Should these young men be appointed immediately to dispensaries, or any other medical charge, we recommend that it be always within the reach of one of the European medical gentlemen belonging to the service, and that in all complicated cases of disease, more particularly those which may require capital operations it may be enjoined upon them to consult with such medical officers on all such cases or on any other in which they might wish for assistance. They should also keep regular case books as records of their practice with house patients.

19th. As some security for retention of the knowledge acquired at College, we deem it our duty to recommend that an abstract of cases should be submitted by them monthly to the Council of the Medical College. We further recommend that at the end of five years they should undergo another examination, and that their expenses to and from the presidency on that account should be defrayed by government; we further recommend that for the purpose of frequent and habitual reference they be supplied before quitting the presidency with the following works:—

Phillip's Translation of the London Pharmacopia.
Thomson's Elements of Materia Medica Therapeutic.
Dr. O'Shaughnessy's Manual of Chemistry.
Cloquet's Anatomy by Knox.
Sir C. Bell's Institutes of Surgery, *(just published.)*
Dr. Geo. Gregory's Elements of Medicine.
Twining on the Diseases of Bengal.
Cooper on Dislocations and Fractures, and
Clarke's Commentaries on the Diseases of Children.

20. In conclusion we anticipate that a fair proportion of the pupils will be found qualified, like the four above recommended, in each succeeding season, and that by the aid of the fifth year all the students of the original foundation will have passed with credit, an examination such as we have now instituted, we deem it of much importance that pupils of respectability from the Upper Provinces should be encouraged as much as possible to become alumni of the Institution; and, no doubt, the appointment of the four successful candidates for letters testimonial to respectable and lucrative situations will, with reference to this desirable object, be productive of much good.

We have, &c.

(Signed) S. NICOLSON, *Surgeon Genl. Hospl.*
J. GRANT, *Surgeon, Apothecary to the H. E. I. Co.*
J. R. MARTIN, *Presdy. Surg. and Surg. Nat. Hospl.*
D. STEWART, M. D. *Asst. Surg. Supt. Genl. of Vaccn.*

Calcutta, 21*st Nov.* 1838.

To

General Department.

S. NICOLSON, J. GRANT, J. R. MARTIN, & D. STEWART, ESQRS.

GENTLEMEN,

I am directed by the Honourable the President in Council to acknowledge the receipt of your letter dated the 21st ultimo, reporting the result of your examination of the senior students of the Medical College reported qualified for the eventual charge of Provincial Dispensaries; and in reply to convey to you the thanks of the Government for the pains and skill with which you have conducted these examinations, and made them tests of assured qualification in every branch of medical knowledge, and of scientific instruction afforded by the College.

2d. Copy of your report will be transmitted to the General Committee of Public Instruction, and the President in Council

will wait their report upon the Institution generally before further considering the suggestions offered as to the course of study proper to be exacted and upon the other points noticed by you. In the mean time I am desired to request that certificates may be granted under your signatures to Umachurn Dey, Dwarkanath Gupto, Rajkisto Dey, and Nobin Chunder Mitter, the four Students reported by you to be fully qualified. The President in Council is much gratified by the result of the examinations of these four youths, which evidence a scale of qualification of a very high order, and His Honor in Council will gladly avail himself of any opportunity that may offer for securing to the public service the benefit of their professional attainments and skill.

I have, &c.
(Signed) H. T. PRINSEP,
Secy. to the Govt. of India.

Council Chamber, the 5th December, 1838.

(True Copies)
H. T. PRINSEP,
Secy. to the Govt. of India.

To
H. T. PRINSEP, Esq.,
Secy. to the Govt. in the Genl. Dept.,
Fort William.

SIR,

I am directed by the General Committee of Public Instruction, to acknowledge your letter of the 5th December, in which was enclosed copy of the Report of the Committee, appointed to examine the senior students of the Medical College. Your letter also states, that the Hon'ble the President in Council, awaits the report of the General Committee on the Institution generally, and upon the best means of turning to account the qualification of the four youths, who successfully passed the examinations, before further considering the suggestions offered as to the course of study proper to be exacted, and the other points noticed by the examiners.

2nd. In consequence of this intimation, the General Committee, directs me to submit for the consideration of his Honor, the review of the State and Progress of the Institution, with the remarks and propositions detailed in this address.

3rd. Although the General Order constituting the Medical College, is dated 28th January, 1835, it is only within the last three years, that the Institution can be considered as in effective operation. The date of the above General Order, marks also the date of a strong impression on the Governor General's mind, that such an Institution had become urgently necessary.

4th. For a clearer view of the causes that led to this conviction it is proper to bear in mind that formerly when general, and field hospitals were in existence, a class of men was empirically brought up in them, known by the vague name of Native Doctors. These were mere compounders, and for the most part men of little or no education; who were nominated to Regiments and Civil Stations, as vacancies occurred. On the abolition of that source of supply, the institution of some other was deemed expedient; hence the origin of the Institution of which Dr. Breton was appointed the superintendent. He was, on his death succeeded in that situation by Dr. John Tytler.

5th. This Institution was to a certain extent, an improvement upon the previous state of things, since it recognised the propriety of a somewhat enlarging the scale of qualifications. It is unnecessary to dwell further here upon the abolition of that institution, save to remark, that, to put an end to difference of opinion (arising partly from the faulty constitution of the establishment itself, and partly from injudicious interference with details,) no other course, after mature deliberation, seemed feasible; more especially as the Native Doctors educated there were still persons that could not be trusted out of sight of the European medical staff; being mere smatterers, and incapable of any but the most subordinate mechanical duties.

6th. The Special Committee ordered to report upon native medical education in 1834, recommended the formation of a new

college upon a liberal scale, conceiving that the call for founding such, was not merely confined to a state necessity, but ought to comprehend also the grievous wants of the people in a country where the misery and loss of life consequent upon the gross ignorance of native practitioners and quacks is incalculable. It is not our province to enlarge upon this topic, but there are facts that would place the abundant distress arising from this cause in a very strong light.*

7th. The juncture was a favorable one for the adoption of a comprehensive scheme, since the deficiencies of the then three existing, but independent medical classes (viz. the Sanscrit College one, that of the Madressa, and Dr. Tytler's institution) were so obvious that enlightened natives became themselves aware of them, and manifested an earnest desire, that dissection of the human body should form a prominent branch of Medical Education. Serious difficulties, however, beset the question, which could not be entered upon without the express sanction of Government.

8th. The experiment to be made was felt to be one fraught with important consequences. Against its success were arrayed not only grave obstacles, and rooted prejudice, but misgiving as to the expence. That the experiment would prove costly, was neither doubted nor sought to be concealed; while there was no question that it was on the part of Government, one not merely of graceful and becoming liberality, but of imperative duty. Compared with other experiments in which

* Mr. Grant (one of our members) has mentioned to us the following instances of malpractice which fell under his own personal observation.

1st. That of a sheristadar of Mr. Commissioner Dampier's Court, a respectable person in the prime of life, to whom arsenic pills (a favorite native drug) were improperly administered, which occasioned his death.

2nd. That of the son of a native gentleman of Calcutta, having an abscess near the hip joint, his native doctor after previous inefficient treatment, cut down with the boldness of gross ignorance into the sound parts considerably above the abscess thus wounding a large artery. Instantly alarmed at the hæmorrhage he decamped leaving the young man in that state. Fortunately his carriage being at the door, his father got into it, and drove to Mr. Grant's. The latter being at home, arrived in time to secure the artery before it was too late.

3rd. That of an ayah who having a miscarriage, a relaxation of the womb followed. To cure this a native doctoress introduced several copper pice though the os uteri, verdigrease formed, high inflammation suppervened from which the woman is not yet recovered, and the probability is, she will never get quite over the injury produced by the above barbarous treatment. Such instances as the three given might be multiplied to a formidable extent by reference to the experience of practitioners.

great expence has been incurred from time to time by the State, but not in teaching the natives of India, that civilization can only follow in the track of scientific acquirments, it is not we submit too much to anticipate, that the one under review is that which will be found most fruitful in benign results.

9th. It is proper to explain here a circumstance which should be borne in recollection, with reference to the report given in by the Special Committee on native medical education in 1834. We are informed by the three gentlemen who were on that Committee, and who are now members of our Committee, that the report was submitted as a mere preliminary measure; and as a general proposition to be followed up with minute details in another report, should that proposition be approved of. In proposing to found an Institution with three Professors and a Superintendent, that number was not fixed upon as the best but as the most expedient under the circumstances; be it not forgotten also, that at the time there were those who deemed even that number unnecessary; and who scrupled not to say that the prejudices of the natives against dissection were not only insurmountable, but that practically it would disgust them; and that the experiment of teaching them medical science on European principles, must prove a failure.

10th. No further expression of opinion, however, was called for by the Government, from the Special Committee; so that the opportunity which had been expected of extending the subject of the report into greater detail, never occurred. The Medical College, as founded by Lord William Bentinck, was an Institution falling far short of the plan contemplated by the Special Committee of inquiry; since instead of several Lecturers or Professors, there was only to be one and an Assistant, subject entirely to the Professor's orders, nevertheless this one Professor, and his dependent Assistant were in terms of the Government order under obligation, to give instruction in the English language, to a certain number of native youths in the various branches of medical science, the said branches not being defined in the general order of 28th January 1835, a somewhat extraordinary omission in such a document. It is enjoined by the 15th paragraph of the said order that 'all foun-

dation pupils be required to learn the principles and practice of medical science; in strict accordance with the mode adopted in Europe.' Here (again) there is a great want of definiteness, since the mode of tuition in that walk differs in different kingdoms of Europe. In the report of the Special Committee, on the other hand, we find the following passage which distinctly defines the branches to be taught according to the plan contemplated by that committee. 'Lectures should be delivered on the following subjects: Anatomy with dissection of the human body, 2. Chemistry, 3. Materia Medica, 4. Practice of Physic, 5 Surgery and Midwifery, 6 Climical Lectures and Medico-Legal Medicine.' The Committee also recommended a Hospital to be attached to the Institution, and as already stated that there should not be less than three independent professors, and a Superintendent or Rector to have a general supervision of the whole.

11th. The general order quoted, made no provision whatever for the teaching of Chemistry, unless indeed it was left to be inferred that Messrs. Bramley, and Goodeve were bound to teach that branch of science along with their other onerous duties; and as for Chemical Lectures, and Practical Medicine and Surgery, they fared no better, so that the student for any thing provided by the order alluded to, was left to pick them up as he best could. In place of any internal resources in the practical way, paragraph 31st of the general order stated, 'that the pupils shall visit to witness the practice of the General Hospitals, the Native Hospital, the Hon'ble Company's Dispensary, the Dispensaries for the poor, and the Eye Infirmary.' The result has proved that this provision of means was utterly inadequate to the proposed end. By no possible management could the students of the 'Medical College (as a Seminary with one professor and his assistant as he was called) attend the places mentioned statedly and regularly; consistent with proper attendance on Lectures. The nearest of them to the College, viz. the Native Hospital, could only be visited occasionally when capital operations were to be performed; while at the Hon'ble Company's Dispensary, without some modification of the establishment for the purpose, their attendance would not be profitable to themselves, while their presence must greatly inconvenience the officers of the department in the exercise of

their proper duties. In fact an obvious mistake appears to have pervaded the whole arrangement, which was, that because medical students in Great Britain, attended certain Hospitals, and Infirmaries to perfect themselves in practical medicine and Surgery, all that was requisite for the native students of the Calcutta Medical College, to the same end, was to walk the wards of the General Hospital &c.; whereas in the British Institutions the practitioners who go round the wards, and afterwards lecture upon the diseases in them, are the teachers of the pupils who walk these hospitals; and have a positive and very substantial interest in teaching them; while on the other hand in Calcutta, the very presence of the pupils at the several departments alluded to, would most probably be deemed rather troublesome, and have a tendency to a certain extent to interrupt routine, while the incumbent benefited in no way from the additional interruption or inconvenience. With all due deference then to the good intentions of the Government, it is clear in regard to what the College was expected to do, that the means were not adapted to the end. Here, in a word, were united two incongruities, a college which was properly no college, for teaching all branches of medical science on European principles; and a scheme for farming to the state, the use of the scientific qualifications derived from such an education at a rate of remuneration utterly at variance with all recorded experience of collegiate estimation.

12th. Need it be matter of surprise that the experiment should have proved a failure? Were not the seeds of such a result sown in the scheme itself? At any rate, has not the event demonstrated that limiting the originally contemplated plan was false economy; for in the lapse of a very short time, the Government found it necessary to extend the plan so as to draw it nearer the proportions indicated by the Special Committee?

13th. If the College as originally constituted was intended to give the students a thorough medical education to fit them for any independent professional charge, then were its means of providing such solid and well grounded education, much too circumscribed and limited. If on the other hand the establish-

ment was meant to be a nursery of mere mechanical subordinates; then was it, on its enlarged scale by Sir Charles Metcalfe, and the present Governor General, much too costly a machine, for such a secondary purpose. The general order already quoted is very indefinite as to what was really expected by Government from the working of the Institution; nor are the duties of a class intended to become medical practitioners in the service of the State, set forth, in that document; which leaving the point of rank undecided, offered the salary of a writer or sircar, as the highest scale of remuneration to persons who were to be instructed in Anatomy, Surgery, Chemistry, Medicine and Pharmacy, and to be qualified for a Medical charge either Civil or Military.

14th. It is possible that the unextended incomplete institution, as constituted by Lord William Bentinck, and utterly deficient in practical means (save as respects Anatomy) might have furnished annually, as required, a certain number of half educated Native Doctors. Even to effect this, however, would have required a constant keeping down of the teacher's mind, and powers of scientific reasoning to the low level of a pupillage that must not reach beyond a certain point, a point, however, as already stated, not defined.

15th. It is most probable that had not the nobleman then at the head of the government been obliged to quit India from ill health, he would have himself ere long, recognised the necessity of extending the plan of the Medical College. Be that however as it may, a short time after his Lordship's departure for Europe, the College underwent an important modification by the appointment of a Professor, of Chemistry, and the promotion of the assistant in Anatomy and Physiology to be an independent Professor, and the addition also of a Curator. After Principal Bramley's death, the Institution was constitued a College indeed by Lord Auckland; who further enlarged its scheme, by nominating Professors of Surgery and Botany, and a Demonstrator of Anatomy. Still more recently by the enlightened liberality of Government the Institution has become possessed within itself of the means of teaching the healing art practically and chemical-

ly, by the addition of a hospital &c. The Institution having thus under the fostering care of the State enlarged its sphere of usefulness, and its capacity to communicate scientific knowledge, it is not to be wondered at that the expectations and ambition of the Alumni should have expanded proportionally. That such would be the result, must, or at least ought, to have been foreseen, for either must it be unphilosophical to be surprised at it, or inconsistent to have so enlarged the scheme of the Institution. Hence it also follows that one of two courses becomes incumbent, viz. to abolish the Medical College at once as an useless drain upon the revenue; or to maintain it upon the same broad and statesman-like foun dation upon which the present Government has constituted it, believing it to be a normal school of civilization and beneficence obviously intelligible in its scope and tendency to the people, and therefore calculated to enhance the claims of British rule to their gratitude. We need scarcely remark that the last is the course which we ardently hope, and trust the Government will follow.

16th. The number of students in the Institution is as at present viz.

Stipendiary Students	46
Non-Stipendiary ditto	25
Total,	71

17th. During the period of forty-seven months from February 1835 to December 1838, the Institution has cost Rs. 1,70,938 1-9.

18th. In the course of the past year the liberality of Government has added materially to the efficiency of the Institution by the sanctioned annexation of a Clinical Hospital adapted to the reception of eighty patients, and of a Laborotary for general purposes.

19th. Several important propositions, which we proceed to notice, have been also considered and discussed by the College Council, the sub-Committee for the Institution, and the General

Committee. They have for their objects the increased utility of the College, and an impulse to the native mind in the direction of Medical Education. Annexed are copies of the correspondence specified in the margin* which developes the propositions now referred to.

* Letter from the College Committee, dated 6th April, with paper of Mr. W. O'Shaughnessy, inclosed.
Report of the College Committee, dated 28th April, with enclosure and appendices.
Letter of the sub-Committee with reference to the above, dated 31st May.
Reply of College Committee, dated 25th June.
Answer of the sub-Committee, dated 4th August.
Reply of the College Committee, 3d September.
Proceedings of the sub-Committee 15th July, with letter on subject of students to be sent to Europe.
Answer of the Committee, dated letter of the sub-Committee, dated 20th June, on subject of Clinical Hospital.
Answer of College Committee, dated 9th July.

19th. It will be seen, that Mr. O'Shaughnessy submitted a proposition of which the object was to annex a secondary Medical School to the College, with the view in particular, of creating a better class of candidates for subordinate Medical service attached to the native army. As the proposition implied that the Medical College had failed to supply a prominent object of its institution, our sub-Committee for this Institution deemed it necessary to obtain an explanation of the cause.

20th. In its reply of the 3rd September, the College Council stated, that the Students had received a medical education, which had raised their attainments, (and consequently their views,) beyond the more humble qualifications required for mere Native Doctors, the superior scale of education provided by the Institution placing the Student above the meagre inducements held out in the general order already alluded to. The predicament, in a word, in which the College now finds itself at the end of its third year is the result of its own success. The objections of the Students are not to service with the army generally in the line of their profession, but to the Native Subordinate Medical Class attached to the army as now *constituted*, whose duties are such as require no more knowledge than the readiest attempt at medical education could communicate in a few months. Their rank is perhaps suitable enough to that scale of acquirement, and is not equal to that of the non-commissioned Officer; they wear no uniform, are held in little apparent consideration, and command no respect; while their pay in cantonments is only 20 Rupees, and in the field Rupees 25 per mensem.

* This Correspondence is too voluminous to be annexed to this Report.

21st. In forwarding its explanation, the College Committee proposed that the supply of subordinate Medical Officers for the native army should be secured either by the institution of a secondary and Vernacular school, or the establishment of a Military and Stipendiary class.

22d. In its reply, dated the 25th June, our Sub-Committee, (whose views were adopted by the General Committee) intimated that it was disposed as an experiment to annex a secondary school in the Medical College in which Medical Science, and practice to the extent prescribed by the course proposed by the College Council, might be taught in the Hindustanee dialect. The College Council, had proposed two teachers at eighty rupees monthly salary; but it seemed to the Sub-Committee, that at the commencement, one at such a salary would be perhaps sufficient. Another might be added if it was found necessary. In the propriety of allowing stipends, the Sub-Committee did not concur, but intimated that it was disposed to erect accommodation for the lodging of extra pupils who might be candidates for instruction.

23d. In its letter of the 3d instant, noticing this communication, the College Council proposed that two teachers at sixty each for the vernacular school should be allowed, one for Anatomy and one for Chemistry, urging that a single teacher of both is not obtainable. The Council wrote also that unless stipends of five rupees were allowed, no more than twelve vernacular pupils would be obtained. At the expence of 300 rupees per mensem, thirty pupils (each receiving five rupees monthly, and pledged to take Military service) could be efficiently educated.

24th. The General Committee is aware, that a supply of efficient subordinate Medical Officers is an object of importance to Government; but notwithstanding the recommendation of the College Council, it is opposed to the institution of a stipendiary secondary school, disposed, however, to allow the benefit of. It is free lodgings, and trusts that this indulgence and facility, of acquiring the qualifications for a profession will induce a sufficient number of candidates to offer. The Committee feels confident if

the proposals (which are submitted for the consideration of Government) are approved of no stipends will be required to induce students to enter, or continue at the College.

25th. With reference to the superior attainments of the pupils which justly raise their expectations beyond the Native Medical Service as now constituted, the General Committee directs me to remark, that on the institution being founded, the experiment to be tried was altogether doubtful. Many were predicting its entire failure. When the first difficulties were overcome, and Brahmin and Vaid youths were seen eagerly dissecting the dead body; and the students who entered a Laboratory for the first time were observed to evince singular aptitude for Chemical experiment, and their constant industry and thirst for knowledge became notorious, it could hardly be expected that their teachers should stop short, and baulk their generous ardour in the pursuit of science, to the neglect of a most interesting opportunity for shewing to what extent the education of a young Hindu could be carried.

26th. In its explanatory letter already mentioned, the College Council also proposed that a new grade of Military Officers, the Sub-Assistant Surgeon, should be created to which the emancipated students of the Medical College should be eligible, and this officer should rank with a jamadar.

27th. In its letter of the 3rd September, the College Council likewise proposed that forty Military Native Surgeons (elevés of the Medical College) should be attached to the army, and distributed to the head quarters of divisions. 1st Class (24) to rank as jamadars, and receive a salary of 60 rupees with palki & house allowance. 2nd Class (14) to rank with subadars, and receive a salary of 100 rupees. 3rd Class to rank with subadars major, and receive a salary of 150 rupees. For promotions to the 2nd and 3rd grade, the services of five and fifteen years at least are required, and twenty years service to give a pension of 50 Rs.

28th. Such a Native Medical Staff, it is believed, would be found very useful for detachment duty, and the plan generally

appears to us to have strong claims upon the consideration of the Government. The state would obtain by it, a cheap class of well educated Native Medical Officers on whom the climate would make no impression, while at the same time, that it might render a large addition to the junior Medical Staff unnecessary, it would give a new impulse to European Medical Science, or in other words to civilization, in India.

29th. The College Council have also submitted to us a plan from Dr. Goodeve for securing a better educated class of candidates for the European subordinate Medical Service; by which Hospital Apprentices (the lowest grade of Military Apothecary class) should be selected from the European or East Indian students of the College after two years study. They might then receive pay for hospital duties, but be required to finish their education. It is anticipated that the selection to this service being thus given to the College, numerous candidates would resort to the Institution to qualify themselves. The inertness and indifference of the youths attached to the General Hospital who have attended the College Lectures has been noticed. They have in fact little excitement to their studies, being secure of their appointments. There can be no question that the class alluded to, would be very greatly improved by undergoing such a training, and the General Committee recommends that your honor sanction the plan proposed.

30th. In the Report of the General Committee which led to the instituting of the Medical College, it was proposed that eight of the elite of the pupils should be sent to Europe to complete their education, with reference to turning their talents and acquirements to a higher account, than can be expected even from the best indigenous system, wanting as that must in the nature of things be, in the manifold moral adjuncts and elevating associations, that give such prodigious force to the impressions made upon the ductile minds of youth in Europe; and in a thousand ways to tend to refine the manners, and to cultivate the mental faculties.

31st. Our Sub-Committee, approving of this plan, communi-

cated with Dr. O'Shaughnessy and the other gentlemen of the College Council on the subject, with a view to obtain their sentiments and elicit full details as to the expence.

32nd. Dr. O'Shaughnessy and his colleagues recommend the measure on grounds fully stated in his letter of the 10th August, and that a professor should be deputed to Europe to take charge of the pupils.

33rd. Two questions have arisen connected with this subject. 1st. Whether the period of study in Europe should be two or three years. 2d. Whether six or eight pupils should be sent. The College Council with reference to the attainments of the best of the pupils, who, it is understood, are ready to go, think two years will suffice and that eight pupils should be selected. Dr. O'Shaughnessy thinks six would be sufficient. The estimates suited to cases of six pupils, and two years expences of pupils.

Voyages to and from for six pupils	£600
Clothes and necessaries, pocket money	660
Board two years	960
Library, Lectures, Diplomas	850
	3070

Professor in Charge.

Allowance for passage	200
	3270
If two more pupils go ⅓ of expence for 6 . . .	1023
	£4293

34th. To this is to be added the expence which will be incurred in providing for the Professor's duties during his absence.

35th. If 250 rupees monthly be required and the absence including residence be thirty months, the expence under this head is 7,500 rupees or £750 making the whole cost for six pupils £4,020 and for eight £5,043. The College Council will undertake that the expence of the pupils will not exceed the stated sum.

36th. The General Committee contemplates from the experiment in question great benefit beyond even the impulse which it would impart to Medical Education, and would recommend that it be sanctioned even on a scale more extended than that proposed by the College Council. The General Committee thinks that eight pupils at least should be sent, and that their stay and study in Europe should be prolonged to a third year. According to the estimate premised the expence would be £5,983.

For eight pupils and two years. Per paragraph 35th	£5,043
Pocket money and Board for the third year . .	640
The monthly sum of 250 Rs. stated in paragraph 35th for the third year	300
	£5,983

37. The General Committee would at the same time suggest that the youths sent with their diplomas as Surgeons should also receive from the Hon'ble Court of Directors appointments as Assistant Surgeons on this establishment.

38th. The experiment under consideration, it is believed, is similar to that successfully tried in Egypt by Clot Bey. This, simultaneously with securing to them some provision on their return, would give an extraordinary impetus to the study of European Medical Science, and indeed to Science in general among the natives; the young men would learn to think in English, and it is probable that their return thus superiorly qualified would direct the attention of the natives to England, as the best place for obtaining a substantial and polished education. The salutary separation of these students from their present habits; their observation of the world under circumstances different from what they have been accustomed to; and their contemplation of

the position which the profession they seek to acquire, holds in Europe; would tend to form their character, and give them one of feeling, sentiment, principle and demeanour which it were in vain to expect of imparting here.

39th. Having spent the specified period in Europe, and gained those moral advantages as well as perfected Medical Education to the full extent which their present acquirements entitle us to anticipate; we can have little doubt that they would return to India fully qualified to discharge the highest and most responsible medical duties. Availing themselves of the advantages of the magnificent institutions of Europe; they would on their return be ready to act as Assistant Professors in the College, and eventually as independent Lecturers, either there, or at the secondary Mofussil Schools proposed to be established. The experiment would show to the people of England, the powers and capabilities of the Hindoo youth's mind, and thereby probably, lead to the augmentation of Education in India by exciting the attention of the English people to the subject. The probability is, too, that leading men who now labour in England for the promotion of education, and the diffusion of useful knowledge all over the globe, seeing in these youths the evidence of a rich harvest, which Indian education must return; would unhesitatingly place at the disposal of the Committee of Public Instruction, far more ample means than they now command, for the prosecution of the great end they endeavour to promote.

40th. Reverting to Mr. Prinsep's communication respecting the examination of some of the Senior students of the Medical College by Messrs. Nicolson, Grant, Martin and Stewart; the result, we beg to observe is most satisfactory. It was in every respect no less proper than expedient that the examination should have been a searching and rigid one, since we have reason to believe that it was a matter of doubt in some quarters whether they could stand such a trial, a question now set entirely at rest. The time originally contemplated for the curriculum, was from four to six years, but the four young men reported qualified for letters testimonial, have we are gratified to observe, in one year, less than the shortest of these periods, passed their final examination.

41st. Trusting that the subject will not be viewed merely as one of finance, but as involving grave, extensive and weighty interests; it is imperative upon us to state our opinions upon the Medical College with the utmost candour. It is we believe generally allowed that the natives of India, more especially those of Bengal have evinced a spirit of inquiry, and a desire for improvement, of late years, far beyond what previous experience might have led one to expect, various reasons may be assigned for this; but of the fact there can cannot be a question. The bent of mind alluded to will be found to bear upon education as well as on other matters, and comparisons are not uncommon among well informed natives, between the amount of revenue annually expended upon objects in which they have only a remote, with those in which they have a direct and improving interest. In the Medical College they recognise a tangible proof of disinterested solicitude for their welfare on the part of the state; altogether unmixed with financial considerations.

42nd. We have now calmly to consider what the result abstracted from all invidious comparisons is, and is likely to be. The result *has* proved beyond cavil that the Hindoo by proper management may be reconciled to a course of tuition, utterly at variance with his preconceived notions, his prejudices, and his superstitions. It has proved that in capacity of acquirement the Hindoo is in no way inferior to the European. It has proved that we can without reference to Europe provide a most valuable supply of sound Medical Science, and advice for the benefit of the people at large, who now suffer so greviously from the melancholy want of both. It has proved that by proper preparation and discipline, the Hindoo will pass successfully through an ordeal of reiterated examination that would be deemed formidable even by the European. It has proved that what holds in other countries, also governs the mind in India, and that the remuneration of educated and uneducated labour must always differ in the ratio of enlightenment, and the claims which knowledge always has to a higher rate of wages.

43rd. The four young men reported to be entitled to letters testimonial, have passed their final examination in one year less

than the shortest period contemplated for their absolvement from the College. This they have done in the face of serious obstacles, and the points in which the young men who withdrew voluntarily from further examination for six months were found less perfect, were precisely those which the Government until a recent period, left entirely unprovided for, since as already stated, it is only very lately that the means of teaching medicine and surgery practically have been placed at the disposal of the Institution. Notwithstanding these disadvantages, (neither few nor light,) four Hindoo youths have been declared by a Committee of European Medical men selected by the Government for the task, (men of experience and skill in their profession, and of high respectability in the service and in society) to be qualified for the practice of Medicine and Surgery. Surely this is no mean result, more especially considering the number who have been declared so qualified, but as a small link in a rapidly evolving chain, the length of which we cannot pretend even to guess at a measurement of: seeing that the examiners have distinctly declared their anticipation that a fair proportion of the pupils will be found as qualified as the four passed pupils in each succeeding season, and that by the end of the fifth year, (or scarcely at the 3d of practical clinical instruction) all the students of the original foundation will have passed with credit, an examination such as is described in their report.

45th. These four youths, it had been objected, are educated above the purposes for which that Institution was established. We have already we trust, with sufficient clearness, shewn that the Institution as it is, and as it was established, by Lord William Bentinck, differ most essentially. If the young men have been over educated, then, their having been so, has resulted from the operation of the Government's own liberal enlargement of the machinery of the Medical College. To measure the obstacles that young men have had to contend against, by a comparison with those of English students, would be manifestly absurd. They arose not merely from the natural repugnance that is associated at first with the study of anatomy and surgery in the minds of *all* students, whatever their country or creed; but from that repugnance deepened, greatly in its character by impressions of

ritual contamination, and well grounded dread of domestic and social consequences, of a very serious and disheartening nature, and all this enhanced by the facts of the knowledge to be acquired at the cost of the most laborious and anxious attention, being received by them through the medium of a foreign language. It is very requisite that due stress should be laid upon these formidable difficulties, since we have observed a tendency in some quarters to underrate them. It is all very well to refer philosophically and theoretically to Anatomy and Surgery as Sciences; but most of the details of both are naturally revolting to the neophyte, and it requires a considerable exertion of moral energy to conquer this feeling of so much importance. Upon principles of common humanity, even, do we consider the encouragement of Medical knowledge among the natives that we deem the cost at which the foundations of this branch of education have been laid, as of very secondary consideration in comparison with the advantages that are likely to be derived as a means of civilization, enlightenment, and relief of human suffering. It has not yet been made the interest of the natives to study medicine upon principles, but when the people see, that those who have in the first instance been so educated, receive some measure of public patronage, there is little doubt but they will also be disposed to look favorably upon them, and finally to place full confidence in them. We have sufficient warrant for this conclusion, in the fact of so many natives being now in the habit of calling in European Medical aid, and taking European medicines.

45th. In regard to the best means of turning to account the qualifications of the four young men who have passed the examination, we had understood that Government Dispensaries were to be established at some of the principal provincial towns, and considering the paucity of provision made throughout the country for the sick poor, such dispensaries undoubtedly would prove a great blessing. It appears to us that the professional capabilities of the four young men alluded to, could not be devoted to a better purpose than that of being appointed to the charge of such dispensaries; and if Government saw fit, they might also be enjoined to open secondary medical schools for a limited

number of pupils to be instructed in the vernacular language at such dispensary stations. With reference to some of our preceding remarks, we beg to express our entire concurrence in the recommendation of the Committee of Examiners, that a liberal scale of salary should be assigned to these young men for whatever professional employment they may be appointed to, and the sooner this is done, the better; since it may be, that the delay which has already taken place with reference to any public recognition of the successful conclusion of their studies may have a dispiriting effect, not as respects themselves merely, but the whole body of students.

46th. The grand difficulties at the outset of a most arduous experiment having been overcome, first scruples of the most obstructing kind having been got over through great tact, perseverance, energy and scientific skill on one side, no less than of zealous application, untiring industry, and much moral fortitude on the other: it is for the State to decide whether the success of this great moral triumph is to be carried out to the full results it admits of, or not, and whether the necessary cost of so carrying out that great victory over apathy and superstition, is to form an insuperable objection to extending the benefits of it.

47th. We beg also to remark in conclusion, that it has been objected to the proposal of sending home half a dozen or more youths of the Medical College to study in England, that no good can accrue from sending 'isolated youths,' by which we presume is meant *a few* young men to England for Education, while on the other hand the objectors declare, 'that the emigration to England of Hindoo families (for the purpose of education) would have their warmest encouragement.' Now, if there is any mode more than another calculated to draw the attention of Hindoo families, strongly and attractively towards a place of Educational Emigration, we conceive it is the very experiment we have ventured to recommend for favourable decision.

48th. The suggestions submitted by the Examining Committee in respect to the curriculum of study, affect in no way the financial schedule of the College, or the period of time in which

the students are required to present themselves for examination. They comprise a mere matter of internal detail that should be left entirely to the College Council in communication with our Committee.

I have the honor to be, &c.,
(Signed) T. A. WISE, M. D.
Secretary G. C. P. I.

Fort William, 21st March, 1839.

To
THE GENERAL COMMITTEE OF PUBLIC INSTRUCTION.

General Department.

HON'BLE SIRS AND GENTLEMEN,

I am directed to acknowledge the receipt of your Secretary's Letter No. 161, dated the 21st ultimo, submitting a Report on the state and progress of the Medical College and upon the best means of turning to account the services of the four youths who have passed examination, with suggestions as to the future management of the Institution.

2nd. In reply I am directed to transmit to you the accompanying copy of a resolution this day passed by the Hon'ble the President in Council, and to request that you will in order to make the reports on the Medical College complete, submit a list of the students and establishment made up to the date of the examination, and showing the number and names of stipendiary and of other students for each year since the commencement of the Institution.

3rd. The original papers which accompanied the letter under reply, are herewith returned.

I have the honor to be,
Hon'ble Sirs and Gentlemen,
Your most Obedient Servant,
H. T. PRINSEP,
Secy. to the Govt. of India.

Council Chamber, 10th April, 1839.

GENERAL CONSULTATION, THE 10TH APRIL, 1839.

Read again a letter from the Committee appointed for the examination of students of the Medical College, dated 21st November last, submitting a Report of the result of their examination of the senior students of the Medical College as are reported qualified for the charge of Provincial Dispensaries.

Read again a letter to the General Committee of Public Instruction, dated 5th December last, transmitting copy of the above letter, and stating that the Honorable the President in Council will await their report upon the Institution and upon the best means of turning to account the qualifications of the four youths who successfully passed the examination, before further considering the suggestions offered as to the course of study proper to be exacted and other points noticed by the examiners.

Read a letter from the Secretary to the General Committee of Public Instruction dated, the 21st ultimo, in reply to the above letter submitting a Report on the state and progress of the Medical College and upon the best means of turning to account the qualifications of the four youths who have passed examination with the remarks and propositions in detail on the Institution generally.

Resolution.—The Honorable the President in Council observes that the General Committee of Public Instruction in reporting upon the examination of medical pupils has entered in detail upon the history, objects, and prospects of the Institution and has dwelt upon the results established by the very favourable examination passed by the four students recommended for certificates of qualification in terms of merited commendation of their successful studies, and of self congratulation at the extent of acquirments in science and practical surgery imparted by the College in the short period since it was established. An unusually rigid examination appears to have been passed by these youths after four years of study, and they have reached the point of qualification, which was not expected to be attain-

ed in less that five years, evincing a degree of aptitude not less creditable to themselves than the system by which it has been developed, and brought this early to maturity, is to their teachers. The Committee, after enlarging upon the proofs of success afforded by this result, support two suggestions of the Council of the Medical College, one in favor of a subsidiary school to give instruction in the language of the country to the subordinate class required for the public service, and to candidates for scholarship in the College, and the other in favor of sending to England a certain number of the most successful scholars from the College itself, in order to complete their studies there in medical and the other sciences, and enable them to return with diplomas placing them on equality with the surgeons educated for the regular service of the East India Company. The President in Council though sensible that the result of the examinations passed by the four youths above referred to, has established the fitness of the native intellect for the acquirement of any degree of attainment in any branch of science and has proved that the most confirmed prejudices can be overcome by perseverance and tact in those who impart the instruction, and by placing objects in a proper light before the youths who present themselves for education, is still compelled to notice that one object of the present Institution, viz. the providing a superior class of native doctors for the Army and for civil stations is admitted not to be advanced through the institution of the present Medical College. The education of youths to the point to qualify them for surgeons diplomas is assuredly a much higher object which His Honor in Council congratulates the Institution at having reached. But the practical purpose aimed at should not be overlooked in the triumph of a successful advance beyond it, and His Honor in Council regarding the proposition for establishing a subordinate vernacular school attached to the College as intended to promote this object, is prepared to give his immediate sanction to that addition to the existing Institution.

It seems to His Honor in Council that through such vernacular schools only can the class of inferior practitioners required by Government be made available for the different services

required, and eventually when subordinate seminaries are established in different localities for their production, it will becomr an aim so to educate the most promising students in the highet institution that they may be able to become the professors in the lower, so that the College may become a normal seminary through which individuals capable of conducting schools of medical education in different parts of the country may be provided. This subordinate charge in the interior may, or may not be connected with the charge of Dispensaries and Hospitals, and with the benefits of local professional practice according as the stations selected may be favorable for such objects, and the Government may see the expediency of establishing them.

But though the President in Council adopts readily the suggestion for providing immediately one and eventually more subsidiary schools for the production of the class of Native Doctors required for the public service, and thinks the most promising students in such subsidiary schools may be reserved to prosecute their studies in the normal college in order to become eventually professors and practioners amongst their countrymen, he is not prepared at present to accede to the suggestion for sending youths to England to complete their studies there, under charge of a Professor of this College. The scheme would for the time of its continuance nearly double the total charge of the Medical College which is already high, and the present is not a fit time for incurring so considerable an expense for objects of which the utility is questionable, and which in fact could not be undertaken without the express approbation of the Hon'ble Court. The results of the present examination will of course be brought to the Court's notice, and their instructions solicited on the subject.

The report will be further transmitted to the Governor General who will thus have the opportunity of stating his views also to the Honorable Court upon the suggestion in question.

H. T. Prinsep,
Secy. to the Govt. of India.

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